

MOBILITY PATTERNS AND PROFESSIONAL  
COMMITMENT AMONG HIGHER SECONDARY  
SCHOOL WOMEN TEACHERS OF DELHI  
(TO FIND OUT THE OPTIMUM MOBILITY QUOTIENT IN THE  
INTEREST OF TEACHING-LEARNING SITUATION)

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NATIONAL COUNCIL OF EDUCATIONAL  
RESEARCH & TRAINING, NEW DELHI

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Submitted to Agra University  
for  
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in  
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**by  
(Smt.) VEENA RANI MATHUR**

**National Council of Educational Research and Training, New Delhi**

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This is to certify that the work presented in this thesis has been carried out by Mrs. Veena Rani Mathur, and is her original work for the Degree of Doctor of Philosophy in Sociology submitted to the Agra University, Agra. The thesis was built up under my supervision during the period 1977-1980.

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PREFACE

The teacher role is only one of several roles to which the individual may be committed, and to the extent that one of these roles is more salient, less commitment will be made to the teaching role. While the teaching role is affected by and affects commitment to other roles, the teacher must also interact on a day-to-day basis within the broader organizational context of the school. This, too, affects and directs the teacher's activity within and without the school. The constraining, conflicting, problematic nature of the teacher role within the organizational complexity of the school and the strains of non-occupational commitments affect the teacher's self-concept. A positive self-concept is particularly difficult for the female teacher who is more likely to suffer commitment ambiguity in an everyday world where men maintain power positions.

The situation in India, as at present, is both of role conflicts for women, as well as, lack of organization in the administrative domain from the 'women point of view'. In the interest of teaching learning situation, towards improvement by the teachers and for the teachers, it is necessary to examine multiple variables that affect the 'self-image' of such teachers in the profession. Self-image is the consequence of



working conditions in all professions, more so in the teaching profession. One, and the most important one, is the mobility inside the profession.

The study presented in the volume is a modest attempt towards studying 'mobility' in correlation with professional commitment of women teachers. It will be rewarded if the optimum mobility suggested as an outcome is tried out in educational administration both in the interest of women workers and teaching profession.



# CHAPTER - ONE

1

## INTRODUCTION

1. The Problem
2. Background
3. Definitions
4. Hypotheses
5. Research Plan





## 1. The Problem

Since the independence of India, formal education has been used as a tool for social change and development. The decision of the Government of India to transform the existing agrarian economy to an industrial economy necessitated the re-examination of our educational system. It was felt that in a science based world, education and research are crucial to the entire developmental process of our country. The need to improve the quality of education is being increasingly felt by the social-scientists and educationists all over the country.

Kothari Commission<sup>1</sup>, (1964-66), in its report stated that, "If, 'change on a grand scale' is to be achieved without violent revolution, (and even then it would still be necessary), there is one instrument, and one instrument only, that can be used: EDUCATION . . . . The national system of education is the only instrument that can reach all the people . . . . It is a difficult instrument, whose effective use requires strength of will, dedicated work and sacrifice. But it is a sure and tried instrument, which has served well other countries in their struggle for development. It can, given the will and skill, do so for India".

The above citation aptly emphasizes the importance of education and the need for dedicated and committed



teachers, who have the "will" and "skill" to make education an effective and successful instrument of social change and development.

In the whole system of education, great emphasis has been placed on the role of teachers. Practically every commission which has examined the educational problems of the country has drawn pointed attention to the teacher's role. The Secondary Education Commission, (1954)<sup>2</sup>, said, "The reputation of a school and its influence on the life of the community invariably depends on the kind of teachers working in it. Priority of consideration must, therefore, be given to the various problems connected with the improvement of their status". The Second Five Year Plan (1956-61)<sup>3</sup>, notes that "At all times the teacher is the pivot of the system of education. This is especially the case in periods of basic change and re-orientation". S.N. Mukerji, (1968)<sup>4</sup>, points out that "Even at the risk of being repetitive, one must remember that it is on the quality of teachers that a country's citizenry primarily depends for excellence in all walks of life. The teacher not only transmits the set norms of a culture, but in so doing he recreates, embellishes and improves them to a large extent. The refining quality of a teacher puts him in the category of a creator or a maker in the classical use of the term". Report of the Education Commission



(1964-66)<sup>5</sup>, observed that "Of all the different factors which influence the quality of education and its contribution to the national development, the quality, competence and character of teachers are undoubtedly most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work". To add to the above statements, President Dr. S.Radhakrishnan declared his Birthday to be observed in the country as "Teacher's day each year, so as to promote the interest of the nation in its development."

The above are but a few of the numerous pointers to the recognition of teacher's crucial role in the system of education and national development. The emphasis is not only on the importance of teacher's role, but also, equally, on the quality of teachers, their professional training, and satisfactory conditions of work so that the quality teachers stay on in the profession. Need of the day is not any type of teachers but quality teachers, teachers who are committed to their profession and the task of teaching. Education can be an effective tool only when the teachers are aware of their important role; they have competence and proper professional training to do justice to their profession; and are prepared to make sacrifices in proportion to the demands of their profession.



The Kothari Commission Report (1964-66)<sup>6</sup>, states that "A programme of high priority in the proposed educational reconstruction, therefore, is to feed back a significant proportion of the talented men and women from schools and colleges into the educational system. For this purpose, it is necessary to make an intensive and continuous effort to raise the economic, social and professional status of teachers". In order to attract young men and women of ability to the profession, and to raise them in it as dedicated, enthusiastic and continued workers, it is necessary to provide them with satisfactory conditions of work as well. Planning Commission (1956)<sup>7</sup>, observed that "There is a general agreement that the teaching profession fails to attract a sufficient number of persons who adopt teaching as a vocation and far too many persons work as teachers for short periods and then move on to other occupations". According to the statistics given in the Third Educational Survey<sup>8</sup>, 10,873 teachers at the primary stage; 5,81,607 from the middle schools; 3,83,882 from secondary and 1,23,625 from the higher secondary schools shifted to other vocations. It indicates that the conditions of work, in the teaching profession at the school level, are neither satisfactory nor attractive enough to draw men and women of ability to the profession. Improvement in the conditions of teachers is, therefore, an important desideratum of progress in education.





A study directed to find out the factors which effect professional commitment of teachers, was considered a useful area of research. The present study endeavours to study only one of the several factors, visa-vis; 'mobility of the women teachers, in relation with their professional commitment'. It is a micro-study of the mobility patterns and professional commitment of women teachers. To give sufficient depth to the study of the single factor of 'Mobility' ancillary factors, which could have as well influenced professional commitment of women teachers have been deliberately side-tracked.

On the basis of the recommendations of various committees and educational surveys<sup>9-12</sup>, Indian Government has adopted the policy of employing more women teachers at the school level. The main argument in favour of women teachers at the school level is, that they are temperamentally and emotionally better suited, and to a great extent conditioned also, for the task of teaching and handling the school age children. Even otherwise too, it has been observed by Neera Desai and supported by others<sup>14-17</sup> that, women prefer to join teaching profession in comparison to other professions, which are now available to the educated women of India. Statistics also show (see Reference 25 p.63, table No.3.3) that there are more women teachers at all levels of school teaching than men.



In view of the fact that women form the majority in the teaching profession at the school level, and their number is still on increase and the emphasis is on creating satisfactory conditions of work for women teachers, the present study is mainly devoted to the study of women teachers only.

Mobility, whether voluntary or otherwise, has special significance for women professionals. From times immemorial women's main role was that of a wife, mother and a house-keeper. With the change of times and the stress on the equality of rights and opportunities to all the citizens of India, irrespective of sex, caste and class, the position of women has also changed to some extent.

There is an overall relaxation of the taboos on women, and there is a trend towards providing more opportunities and facilities to women. As a result, since independence, more and more avenues are being created for the employment of women. Teaching is no more the only respectable and socially approved profession, available to the Indian educated women to choose from. A host of new-found professions which are more attractive financially and status wise, are now open to them. Simultaneously, the conditions of work, salaries and status of teaching profession is also improving day by day. The result is paradoxical. More women wish to join this profession, as



compared to the lesser profitable professions and still more women wish to leave it in preference to the other more gainful professions. Thus mobility in the teaching profession is increasing every day and poses an interesting and useful field of study.

Increased mobility in the teaching profession is also due to mushrooming of a wide variety of schools at all levels and of all types, under various managements. Now teachers can afford to change schools according to their convenience and therefore opening of numerous schools in all the cities have added to the intracity and inter-city mobility of teachers.

Further more, there is a greater possibility of women entering or leaving the teaching profession or the teaching institutions, due to marriage and father's or husband's transfer. Under normal circumstances women teachers prefer to move with the family and change the school or even the profession, rather than leaving the family and staying at the place of employment. This is due to the traditional role and status of women in the family. It is a general observation that the place of work has a greater importance and significance for women than men and therefore, any type of mobility, i.e. any change in the place of work or position is likely to influence their professional commitment also.

The research was conducted on the women teachers of



Senior Secondary Schools of Delhi, Delhi, being a cosmopolitan city, is a representative of various states and cultures of India. Thus a probe conducted on Delhi teachers, could be of further use if projections are made and used for other states of India as well.

Delhi being a metropolitan complex, represents all levels of urbanization and development. Various villages and suburbs come under the territory of Greater Delhi. Old Delhi, New Delhi and Greater Delhi, though considered as one city, represent various stages of historical development of the city. It also envelopes the development from agrarian to industrial complex of the city. Thus a study conducted on Delhi schools, will be able to project various problems faced by the rural schools as well as by the big-city schools.

The problem of spatial mobility is realized more by residents of a huge city like Delhi. Since independence, Delhi has swelled in all dimensions and directions, and hence the distances have also increased considerably. Usually, the school teachers depend upon the public transport for travelling. In Delhi, the public transport system is yet far from satisfactory, especially for connecting the village schools.

On the whole it was felt that the problem of mobility can be best studied in a city like Delhi, where there is





an ample scope for the manifestation of the various dimensions of mobility.

In view of the upgradation of the higher secondary schools into the senior secondary schools, and the introduction of the new 10+2+3 system of school education, it was felt that the maximum load of work and responsibility has been shifted on to the Senior Secondary School teachers. The over all reputation of a school is dependent on the performance of the students in the examinations conducted by Boards. The academic achievements of the students in the Board examinations is largely dependent upon the extent teachers play their roles effectively.

The higher secondary stage provides the most important link between the school and the university or professional education. H.S. Singha<sup>18</sup> has observed that "Indeed priority seems to have been given to the secondary education particularly because the numbers are comparatively manageable for making an impact and because the effect of improvement at this stage was expected to rise upwards to higher education, as well as, to filter downwards to primary education". The higher secondary class teachers have the greatest responsibility of training the students for career and life. For majority of the students this could be the end of formal education. Hence whatever has to be taught by way of formal education in schools, must be complete by



this stage. Whatever loop holes have been left in the previous stages of education must be detected, corrected and patched-up by this stage. The teachers should be fully aware of the aim of education as such, and their own responsibility towards their students and the nation as a whole. Unless, we have committed and sincere teachers at this stage, the students will be the losers. They are the future hope of our society and if the students suffer from lack of good education, the whole society and the nation suffers. Thus the teachers, especially of the higher secondary level have much to contribute to the cause of our nation and on them depends the responsibility of providing well-balanced citizens to the country.

Lastly, but not the least important reason for choosing the higher secondary level teachers for the study of professional commitment and mobility is, that at this stage the profession of teaching is more professionalized and organized than the primary and middle stages of school education. One of the indicators of a profession is, that it requires some minimum qualification and training for entering into the profession. According to the observations of the second All India Educational Survey<sup>19</sup>, 81.0% of government higher secondary school teachers are trained and at least 75.4% of urban secondary teachers are graduate or above. In contrast to this, in India, the general



qualification of primary and middle school teachers range from those who have not successfully completed even the middle school courses to those possessing postgraduate degrees. The report also suggests that urban and women teachers are better qualified and professionally trained than rural and male teachers respectively. This indicates that at the secondary stage the teachers are professionally better qualified than the primary or middle stages of school education; urban teachers are better qualified than the rural teachers; and women teachers enter into teaching profession with better academic and professional qualifications than the male teachers.

In the system of education, great emphasis is placed on the role of professionally committed and dedicated teachers. Women teachers form the majority in the teaching profession and for women teachers their place of work and mobility are of great significance. Delhi provides an ideal setting for the manifestation of the various patterns of mobility in the teaching profession. Teaching profession at school level is most organised and professionalized at the senior secondary level, and in cities like Delhi than the rural areas. Hence the topic "Mobility Patterns and Professional Commitment among Senior Secondary School Women Teachers of Delhi" is of high relevance to the cause of education and national development. It was considered to be a useful problem of research and study.



## 2. The Background

(Literature survey in detail has been dealt with in the respective chapters of the thesis, however, a background to the research problem is provided in the present section.)

It has been amply emphasized by the educationists and national leaders of the country that 'Committed teachers' hold the key of providing quality education, national development and responsible citizenry to the country. It has been realized that need of the day is not any teacher, but dedicated and committed teacher. The stress is more on the quality of the teachers than their quantity; quality, of course cannot be ruled out altogether, owing to the demand for universalization of education.

Inspite of such a great emphasis, on 'Professional Commitment of the teachers', surprisingly, practically nothing has been done by way of systematic research to study the phenomena of commitment. No study has been made to find out ways and means of sustaining and generating professional commitment among school teachers. Only a few sociological studies on professional or carrier commitment have been reported in other countries (20-24) and even they are (except one)<sup>20</sup> not related to the area of professional commitment to the teaching profession. To the best of the researcher's knowledge, in India, only one study has been





reported on professional commitment of the University teachers<sup>25</sup>. The whole field of 'Professional Commitment' lies almost barren and needs thorough research and investigation in our country, therefore, it was considered highly relevant to study the professional commitment of women teachers, who form the majority at the school level.

In order to distinguish 'Professional Commitment' from other forms of commitment, it will be worthwhile to briefly examine the characteristics of a profession and review the growth of teaching profession in India. Such a review is meant to provide a broader perspective to the present study and will help in understanding the present status of teachers and Teaching Profession in India.

Starting from the early twentieth century, various social scientists have taken a keen interest in the study of the process of professionalization of occupations<sup>27-40</sup>. Professor A.M. Carr Saunders in England (1928) was perhaps the first social scientist who has systematically analysed the transition of various occupations into professions. According to him "A profession is an occupation based upon specialized intellectual study and training, the purpose of which is to study skilled services or advice to others, for a definite fee or salary"<sup>27</sup>. According to him a profession implies;

1. Specialised skill and training,



2. Minimum fee or salary,
3. Formulation of professional associations,
4. Code of ethics, governing conduct and professional practice,
5. Minimum qualifications for entrance in professional practice or activity,
6. 'Profession' tend to raise the status of the professional group in the larger society,
7. Profession commands loyalty, attachment and obedience.

Thus, the degree of personality involvement of professionals, wide knowledge of a specialized technique, sense of obligation (to one's art, or discipline), sense of group identity and significance of the occupational service to society, distinguishes a professional occupation from a non-professional occupation.

World Confederation of Organizations of the teaching profession<sup>40</sup> (WCOTP) 1967 has given the following essential features of a profession:

1. A profession is a vocation or a calling. It implies not only academic achievement and scholarship but also devotion to one's work. It is not just a job to be done, with a salary to be earned.
2. A profession has well-defined functions.

[illegible]

3. A profession lays down minimum requirements for entry, e.g., educational qualifications, previous experience, practical skills etc.
4. A profession exercises discipline over its members and is usually free from outside interference or dominance.
5. A profession tries to raise the economic and social standing of its members.
6. A profession is built upon the concept of an intellectual discipline within a learned society, with members organized for the common good and the advancement of the profession.

It becomes evident from the above criterias, given as essential features of a profession, that better output and quality work is expected from the professionals and in turn better status in society is ensured for the professionals.

On the yardstick of the above criterias of a profession, Teaching Profession in India was most organized during the ancient times. Studies made by Mookerji R.K. (1951)<sup>41</sup>, Srivastava B. (1963)<sup>42</sup> and some of the other educationists<sup>43-47</sup> reveal that except for the third criteria of professionalization given by Car Saunders (i.e. formation of professional associations), rest of the conditions of a professional were amply fulfilled by the teachers



or the Gurus of ancient India. It is true that the occupation of teaching was never given a legal status in ancient times as it is done with the formerly recognized professions of today, but, Teaching Profession in ancient India was a highly organized occupation. Teaching Profession was at its zenith during this period. The social status of teachers and Teaching Profession was very high, and even the mightiest monarchs used to pay homage to the humble teachers. The teaching profession was adopted for the love of work and not so much for earning money. Learning was prized for its own sake and as a mark of the highest human development.

Teaching Profession and teachers enjoyed such high status in the society from the Vedic times (2,500 B.C.) to the times of Buddhism and Jainism in India (5th to 10th Cent. B.C.). Unlike the modern times, Teaching Profession was not used as a state administrative machinery during the ancient times. During this time, education was self-controlled and used to thrive on the liberal grants and donations given by the great monarchs and kings. The patrons neither claimed any authority over the pattern of education, nor interfered with the management of the funds. Teachers or the Gurus used to be the sole managers of the funds in cash or in kind, and were highly trustworthy and reliable members of the society. Their integrity used to





be unquestionable and they were fully committed to the cause of education and welfare of their pupils.

With the advent of the era of foreign invasions (15th Century A.D.) and foreign rule in India, Education and Teaching Profession received a severe set-back. Beginning from the 15th Century till the early part of the 20th Century, could be regarded as the Dark Age of the Teaching Profession. During this period although accounts are available to show that some efforts were made by the Mohammedans and Britishers to organize education on a systematic basis, no account is available till the third decade of the nineteenth century, to show that attention was paid to maintain or improve the quality of teachers also. To the best of the researcher's knowledge, nowhere any account is given to show that any specialized training was given to the teachers in the art of educating the students, during this period.

The Portuguese, Dutch, Danes, French and Italians (1509-1600) used education as a means of converting Indians to Christianity. They brought their own missionaries i.e. teachers - to do the job of teaching and preaching. The Britishers also remained indifferent to the Teaching Profession and teachers till 1826, when for the first time after centuries, Thomas Munro (1926) the governor of Madras suggested that training of teachers is necessary for the



progress of education and recommended the establishment of a central school for the education of teachers, but no positive step was taken to implement this suggestion at that time.

It was in the middle of the 19th Century that the most important step towards improvement of the Teaching Profession was taken. Wood's Despatch (1854)<sup>48</sup>, realized the great deficiency in the facilities for teachers' training in India and recommended establishment of training schools and classes for masters in each presidency of India.

Between 1854 and 1882, some progress was made in providing training to the primary school teachers, but facilities for training the secondary school teachers remained very scanty during the British Rule. There existed in 1882 only two teacher's training colleges, one at Madras and the other at Lahore<sup>49</sup>. Between Wood's Despatch of (1854) and the year of independence, several efforts were made by Britishers<sup>50-55</sup> to improve the quality of teachers by giving them professional training, but facilities for training of Indian teachers remained far from satisfactory during the decades proceeding independence, and the status of Teaching Profession and teachers remained as low as ever.

After independence, due to the partition of the country, influx of refugees, need to give employment to the uprooted ones, addition of women folk to the already high



percentage of unemployed people, the literacy drive, and simultaneously, Indian government's national policy to make primary education free and compulsory for all, made it imperative to recruit teaching personnel in the teaching profession - especially at the school level, during the early post independence period. Due to the disturbed conditions in the earliest phase of post independence India, there was no scope for selection of quality teachers and giving them proper professional training or even of providing them with suitable conditions of work. The indiscriminate recruitment of teachers at all levels of school education, resulted into an overall poorer quality of teaching personnel. Teaching profession was at its lowest ebb at the time of independence of the country.

After independence several commissions<sup>56-59</sup> were instituted with the aim to improve the education system and the quality of teachers in the country.

Although the facilities for the training of teachers have been steadily expanding since the beginning of the 20th Century, and at a much faster rate during the short period of independence, yet till today the country has failed to secure or retain an adequate number of quality teachers in the profession.

Inspite of the improvement in the salary scales of



the teachers in recent years, they are generally poorly paid in comparison to the similarly qualified people in other vocations. As a result, a large percentage of people decide to become teachers after they have failed to secure good jobs elsewhere. Therefore, it is not surprising that the quality of teachers and the status of Teaching Profession has been deteriorating inspite of the great efforts to check deterioration. Describing the condition of teachers and the teaching profession, the Report of the Secondary Education Commission (1952)<sup>60</sup> has stated that "During our tour, we were painfully impressed by the fact that the social status, the salaries and the general service conditions of teachers are far from satisfactory. In fact, our general impression is that on the whole their position today is even worse than it was in the past".

However, independence of the country, general awareness of the crucial role of education and teachers, and positive efforts of the government to improve the social status of the teachers, have brought a ray of hope to the teaching profession. Pointed attention has been drawn by several commissions, after independence, to provide satisfactory conditions of work to the teachers and raise the status of teachers and the Teaching Profession so as to bring it at par with the other respectable and economically rewarding professions of the country.





Kothari Commission Report (1964-66)<sup>61</sup> states that "A programme of high priority in the proposed educational reconstruction, therefore, is to feed back a significant proportion of the talented men and women from schools and colleges into the educational system. For this purpose, it is necessary to make an intensive and continuous efforts to raise the economic, social and professional status of teachers". In order to attract young men and women of ability to the profession, and to raise them in it as dedicated, enthusiastic and continued workers, it is necessary to provide them with satisfactory conditions of work as well. Implimentation of such recommendations take long time in planning and hence till now there is a general agreement that the teaching profession fails to attract a sufficient number of persons who adopt teaching as a vocation and far too many persons work as teachers for short periods and then move on to other occupations. "Improvement in the conditions of teachers is, therefore, an important desideratum of progress in education". This observation of the Planning Commission (1956)<sup>62</sup>, indicates that the conditions of work in the teaching profession are still neither satisfactory nor attractive enough to draw men and women of ability to the profession. Statistics given in the Third Educational Survey<sup>63</sup> show that 0.60% males and 0.53% females left teaching profession for other



vocations at the primary stage; 0.62% male and 0.52% female teachers at the middle stage; 1.27% male and 0.96% female at the secondary stage and 1.39% males and 0.74% females changed the teaching profession at the higher secondary stage. The percentage of women teachers outmigrating to other professions is lower than men teachers, but still, it is an indicator of dissatisfaction and poor working conditions in the Teaching Profession.

The present research is an effort to <sup>suggest</sup> improve <sup>ment</sup> in the working conditions of the teachers, especially the women teachers. It aims to study the effects of mobility (which is an important working condition for women teachers) on the professional commitment of them. Hopefully it is an effort in the right direction.

### 3. Definitions

Some of the terms like 'Commitment', 'Professional Commitment', 'Index of Commitment', 'Mobility - patterns', 'Mobility Quotient' and 'Senior Secondary Schools' have been used continuously in the present study. Some of these terms are so much in use in language that one hardly ever stops to think about the actual meaning conveyed through these words. They are used loosely and vaguely in common language. For the purpose of precision and giving these terms definite connotation and denotation, it will be



worthwhile to define these terms and understand their meaning as understood in the present study.

### 'Commitment', 'Professional Commitment' and 'Index of Commitment'

In spite of its widespread use, the appearance of the concept of "Commitment" in sociological literature is comparatively recent. It has been used as a descriptive concept to describe forms of action characteristic of particular kinds of people or groups. It has also been used as an independent variable to account for certain kinds of behaviour of individuals or groups.

In the present study, the concept of 'Commitment' has been used in both ways i.e. it has been used as a descriptive concept, meant to convey the forms of action of the special category of "Committed teachers." Wherever the term 'Commitment' or 'Committed' has been used in the present study, it refers to some actions or behaviour of the teachers denoting their sincerity or devotion to their profession.

It has also been used as an independent variable to account for certain behaviour of the teachers, e.g. teacher's sincerity to her profession could be due to her commitment to her profession. Due to various influences in life, like parental influence, family background, social or economic factors, individuals develop certain attitudes towards their



profession or towards life in general, which condition their behaviour in every walk of life. How an individual teacher would react to her profession, largely depends upon how she/he has learned to take it. One can take his/her job casually or with sincerity and devotion. Thus in the present study, the term 'Commitment' or 'Committed' has often been used as an independent variable, or as a learnt attitude of the teachers, responsible for their actions. It has been invariably used to denote sincerity and devotion on the part of the teachers, towards their profession.

'Conscious decision' to adhere to a particular line of action is the key word of "Commitment". Doing a certain thing, without having other options to choose from, does not denote commitment. A person can be called 'Committed', only when he/she, consciously adheres to a particular line of action, or deliberately chooses a particular course of action, inspite of many other alternative courses available to him/her. 'Deliberate' and 'Conscious' choice for the betterment, is the hall mark of Commitment.

As distinguished from other forms of 'Commitment', 'Professional Commitment' in the present study, refers to the conscious decision of a teacher to remain sincere to her profession and make continuous efforts to meet the demands of the teaching profession.





The 'Index of Commitment' refers to the positive and negative indicators of commitment. For the purpose of measuring professional commitment of the teachers, an index of commitment, consisting of twenty-five qualities or indicators of commitment was prepared. In the present study the 'Index of Commitment' provides a yardstick to measure professional commitment of the school teachers.

### 'Mobility', 'Mobility-Patterns' and 'Mobility Quotient'

The concept of 'Mobility' is not new in the sociological studies. 'Mobility' is a part of the broader concept of 'Social change', which has always attracted the attention and interest of the social scientists. 'Change' is the essence of every society and 'Mobility' basically refers to 'Change'.

In the present thesis, any change either, (i) in the social status of the teachers or (ii) change in their place of work, or (iii) change in their economic status has been regarded as Mobility. Mobility or change in the economic and social status or position of teachers has been measured in terms of vertical mobility. Vertical Mobility could either be upward or downward. There could be several reasons for vertical mobility, like, change of profession itself, change in designation, promotions within the teaching profession, increase or decrease in the salary, special national awards, and public recognitions.



Similarly, change of place, or movement from one state to an other, from one school to another school, from rural to urban or from urban to rural areas of Delhi, have also been regarded as 'Mobility' in the present study. Change of place or spatial Mobility could either result in Vertical or Horizontal Mobility. Common reasons for Spatial Mobility among women teachers are, transfers (either own transfer or transfer of husband or father), marriage, separation or divorce, better prospects at other schools and inconvenient distances to the school.

Through data analysis it was found that within the broader concept of 'Mobility', there are various uniform Patterns of Mobility. Continuous occurrence of any specific type of mobility, within the teaching profession has been regarded as one pattern of mobility. One pattern of mobility, represent stereotype repetition of the same type of mobility. Data analysis has revealed nine patterns of mobility among the senior secondary school women teachers of Delhi. There is a possibility of some more patterns of mobility in the teaching profession, but the present sample revealed only nine-patterns of mobility.

The aim of the present study is to build an 'Optimum Mobility Quotient' in the interest of teaching learning situation in the formal system of school education and in promoting professional commitment among school teachers.



Committed teachers are expected to impart quality education and they thus hold the key to the progress and development of the country.

The present study is based on the hypothesis that 'Mobility of women teachers is closely related to their professional commitment'. Through observation it was also realized that there is no uniformity of mobility in the Teaching Profession. Various factors are responsible for the variety in the mobility patterns within the Teaching Profession. It was presupposed that some of the mobility patterns are conducive to commitment, whereas others are not. 'Optimum Mobility Quotient' refers to an ideal system of mobility, which can be adopted to promote professional commitment among women teachers and which can provide ideal conditions for teaching learning situations in the formal system of education.

It has been realized that no single pattern of mobility can be uniformly adopted to decide all the cases of mobility in the Teaching Profession. For this reason, the study aims to arrive at an 'Optimum Mobility Quotient' (and not a single pattern of mobility), which takes into account the variety of factors, influencing mobility and suggests an ideal overall system of mobility which is conducive to professional commitment of women teachers.



### 'High Secondary', 'Higher Secondary' and 'Senior Secondary Schools

Under the new 10+2 system of education, school education has been extended to the twelfth grade of teaching. As a result, since 1975, some of the schools in Delhi have been upgraded and found fit for the eleventh and twelfth grade of school education. These schools are called Senior Secondary Schools.

Schools, which are still continuing upto eleventh grade, are called higher secondary schools. There are still many schools in Delhi, and many other states of India, where school education terminates at the tenth grade only. These schools are referred to as High Schools.

The present study is based on the sample obtained from the recognized senior secondary schools of Delhi only.

#### 4. The Hypotheses

The present study is based on the following hypotheses. Justification for each of the hypothesis is given in the second chapter, where the hypotheses have been discussed in greater details:

1. The place of work is a significant consideration of work for women teachers.
2. There is a co-relation between mobility and professional commitment.
3. For women, mobility is an important indicator of professional commitment.





4. Professional Commitment is dependant on Mobility i.e. mobility is positively co-related to professional commitment, and it will enhance professional commitment.
5. There is an optimum mobility quotient which is conducive to professional commitment of women teachers.

On the basis of the above hypotheses, the research plan was constructed. Following section gives a summary of the research plan and the methods employed to carry out the study.

## 5. Research Plan

Considering the burning problem of improving the quality of education, in the interest of national development, and the crucial role played by teachers in it, the present topic of research was considered a useful area of study. Relevance of the topic of research, the background of the problem, literature survey and the hypotheses on which the present research is based, have been already given in the previous sections of the present chapter. Thus first chapter is an introduction to the problem of research and brings out the importance of the present study.

Second chapter deals with the Research Design, Universe of the study, the sample, the tools and techniques of the study and justification of the hypotheses.

Universe of study, is, the women teachers of Delhi, who are teaching ninth, tenth, eleventh, and twelveth



classes, in the senior secondary schools of Delhi. Stratified Random Sampling technique has been employed to determine the sample of the study. The tools used for the study are: Questionnaire, Principal's Interview Guide Schedule, Interviews, and Case-studies of the committed teachers. Researcher's Diary, based on observation and informal interviews with the students of the senior secondary classes, provided additional information for the study.

Third chapter is entirely devoted to the study of 'Mobility' and the various dimensions of it. Data analysis has revealed nine different patterns of mobility in the teaching profession. The researcher could apprehend the possibility of a few more patterns of mobility, which the present sample of study did not reveal. One pattern of mobility, which the researcher did not initially took into account was the "No-mobility-pattern". Taking into account the state of 'No-Mobility', and the other two dimensions of vertical and Horizontal Mobility, the researcher could identify nine different patterns of mobility in the sample.

In view of the lack of a definition of 'Commitment' and definite connotation to the term 'Commitment', it became imperative to formulate a working definition of commitment for constant reference in the thesis. Professional Commitment, in the present context has been defined as a



conscious decision of a teacher to remain sincere to her profession and make continuous efforts to meet the demands of the teaching profession. A teacher, who is not only conscious of her duties and responsibilities, but who also constantly make efforts to realize the ultimate aim of education, is considered a committed teacher. Her behaviour, actions and professional performance are indicators of her commitment or lack of it to the teaching profession.

In order to measure professional commitment of the teachers, an index of commitment, consisting of the positive and negative indicators of commitment, was constructed. The Index of Commitment consists of twenty-five points or qualities that an ideally committed teacher is supposed to have. Teachers, who secured more points are regarded as more committed to the teaching profession in comparison to those, who secured lesser points. Teachers, in the sample get divided into four categories according to their level of professional commitment. Chapter four of the present thesis (P. 126), deals with the concept of Commitment, the Index of Commitment and the various categories of professionally committed teachers in the sample.

Aim of the study is to build an optimum mobility quotient in the interest of teaching learning situation. The study endeavours to find out whether or not a co-



relation exists between mobility and professional commitment, and, if there is a co-relation, then, which pattern of mobility is conducive to professional commitment and which pattern is not conducive to professional commitment.

Chapter five of the present thesis, (P.165), is entirely devoted to the analysis and comparison of the various mobility patterns with the four categories of professionally committed teachers. Such an analysis and comparison has revealed the comparative influence of each mobility pattern on professional commitment of women teachers.

In order to get a better insight into the problem of mobility and commitment case-studies were made of the most committed teachers. Case histories of the nine most committed teachers are given in chapter six of the thesis (P.195). Case-studies of the committed teachers reveal the comparative importance of various factors which could influence professional commitment.

It is expected that, in the final analysis, a study of Mobility Patterns and Professional Commitment should be able to determine the optimum mobility quotient for professional commitment of women teachers. In the concluding chapter seven, (P. 239), an effort has been made to show, on the basis of data-analysis, that, "No-Mobility" pattern is least conducive to professional commitment and Upward-Mobility, within the same school, is





most conducive to professional commitment. It got revealed that, on an average, women teachers do not like frequent transfers, and such transfers, unless requested for, are a hindrance to professional commitment of women teachers. In the final analysis, it was found that the first, second and third hypotheses of the present study are true, whereas the fourth hypothesis (i.e. Professional Commitment is dependent on mobility and that it is positively co-related to professional commitment) is only partially true and can be supported only with due reservations. Some suggestions, given in the concluding chapter, are an endeavour to build an optimum mobility quotient in the interest of teaching-learning situations in the formal system of school education.

It is hoped that the suggestions based on the systematic study of the problem of Mobility and Professional Commitment of women teachers of Delhi, will be of some value at the policy-planning and administrative level and it might help in formulating a better policy of transfer and promotions in the teaching profession. The researcher will be highly rewarded if at least some of the recommendations are given serious thought and are implemented on an experimental basis to test their worth.

Srivastava B. (1963), points out that "A disease cannot be cured if we are content only with a thorough diagnosis and subsequently fail to carry out a systematic treatment



based on it". No amount of systematic research and study will bear any fruits unless it is given a chance to prove its worth.



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## CHAPTER - TWO

### METHOD OF RESEARCH DESIGN AND FORMULATION

1. Hypotheses
2. The Universe of Study
3. Sampling Technique
4. The Sample
5. The Tools of Study





Relevance of the topic of research has already been pointed out in the previous chapter. It has been emphasized that the need of the day is professional commitment of the workers. It is vital for the progress of our country that professionals should realize the importance of sincere work and make efforts to give their profession its due. They should make sincere efforts to meet the demands of their profession and discharge their professional duties efficiently. Commitment and dedication to one's work is the essence of excellence and success in all walks of life. Professional commitment is the hall-mark of national development and ultimate progress of our country.

Importance of professional commitment in the teaching profession can hardly be over-emphasized. The primary responsibility of educating the future citizens of the country lies on the teachers. There could be several factors which directly or indirectly, positively or negatively, affect professional commitment of women teachers. The present research endeavours to concentrate on only one of such variables, vis-a-vis, 'Mobility'. Mobility is not among the classical fields of research, like the family background, socio-cultural, political or economic factors. Important as all these factors are for professional commitment, 'Mobility', both voluntary or



otherwise, was also considered a significant variable in determining the extent of professional commitment among women professionals. In order to be able to discharge their duties efficiently and effectively the teachers should have proper working conditions. The present study is an effort to understand the role of mobility as a working condition and its impact on commitment of teachers.

## 1. Hypotheses

### i) The place of work is significant for women teachers

From times immemorial to this date, women's primary role is considered to be that of a wife, mother, and a house-keeper, and her role as a wage-earner or as a professional is given secondary importance. Numerous studies<sup>1-24</sup> made by eminent scholars can be quoted in support of this viewpoint. A woman teacher generally prefers to work at a place which is conveniently located and does not interfere with her responsibilities to her family. If for any reason she is moved from the normal place of work, she seriously considers the situation. Generally she prefers to stay with the family and children rather than sticking on to the job. Therefore, the assumption is that the women teachers generally make the place of work a condition for undertaking the job or continuing in the job.



ii) There is a correlation between mobility and professional commitment

From the first hypothesis it follows that, mobility or transfer of the teachers from one school to another in the same city, or in another city, is bound to effect their professional commitment. Normally women teachers are able to make adjustments if their school is at a reasonable distance. But if the school is located at an unreasonable distance, it creates problems at home and prevents a teacher from giving her best to her profession. Undue wastage of time and energy in commuting between home and school could cause dissatisfaction and can be a hinderance to her professional commitment. As a corollary, ~~the~~ nearness of the school can add to professional commitment. Therefore, the assumption is that transfers both voluntary and imposed, reflect positively or negatively on the professional commitment of women teachers.

iii) For women, mobility is an important indicator of professional commitment

It has already been pointed out that family and home are primary concern of women. Mobility of any type is bound to effect their family routine. If it is spatial mobility, a committed teacher would usually try to make appropriate adjustments at home in order to do justice to her profession. In case of uncommitted teachers, it would



be the other way round so that an uncommitted teacher would try to adjust her school routine and professional work within the spare time from family responsibilities or other interests. Teachers who accept spatial mobility and stick on to the teaching profession with zeal and enthusiasm, indicate commitment to the profession.

Upward mobility, in the form of promotions, higher salary, and awards, could be both, an indicator and recognition, of teacher's sincere efforts, and her contribution to the profession. Such recognitions, put proportionate responsibilities on the teachers. Her willingness to take up greater responsibilities of her profession, is an indicator of her professional commitment.

Even downward mobility, i.e. acceptance of lower designation and salary, could sometimes indicate professional commitment. In such a case it could be possible that some teachers may not be as much interested in the economic aspect of the profession as in the teaching itself.

Above considerations led to the formulation of the hypothesis that mobility is an indicator of professional commitment among women teachers.

iv) Professional commitment is dependent on mobility

No change in the social or economic status of teachers can have a negative influence on their professional





commitment. Stagnation at the same position, is likely to result into lack of interest and indifference to the profession. It may be assumed that mobility enhances professional commitment. Even horizontal mobility, i.e., change in the place of work, without any financial gain or change in the designation, enhances professional commitment. Change of place gives them a chance to gain experience of teaching at various places and under different circumstances. Mobility adds to the variety of their professional experience and gives them a better understanding. Thus one may argue that mobility is positively correlated to commitment and No-mobility is negatively correlated to the commitment.

Based on the above logic it was hypothesized that the professional commitment depends on the mobility.

##### 5. There is an optimum mobility quotient conducive to professional commitment of women teachers

It goes without saying that unless the researcher had a hope in arriving at an optimum mobility quotient through systematic probe into the problem of mobility and professional commitment among women teachers, she would not have started this work. The researcher is optimist about finding a solution to the problem of professional commitment among women teachers to the extent it is related to their mobility. A thorough probe into the effects of various mobility patterns, on the professional commitment of



women teachers should help in building an optimum mobility quotient which is conducive to professional commitment of women teachers and which will help in improving the present conditions of work in the teaching profession. Of course it is assumed that there is a scope of improvement in the present policy of transfers and promotions.

The above hypotheses provide the basis of the present research.

### 3. The Universe of Study

Considering the general tendency of women to opt for teaching profession in preference to other professions, and government's policy to employ more women for teaching at the school level<sup>25</sup>, the present study concentrates on women teachers only. Justification for choosing the senior secondary level teachers of Delhi, has already been given in the previous chapter..

A glance through the statistics of teachers, students, and schools of Delhi will help in understanding the overall background of Delhi teachers and will give a wider perspective to the study..

The total population of Delhi during the year 1978-79 was about 5,469,700<sup>26</sup>. Out of this population, 42,523 adults were school teachers in the 2,638 recognized schools of Delhi. The statistics of teachers, students and the recognized



Table 2.1

The Universe of teachers, students and  
the recognized schools of Delhi 1978-79)

S.No.	Item	Male	Female	Total
1.	Teachers	19,439	23,064	42,523
2.	Students	633,100	503,800	1,136,900
3.	Recognized schools	1,670	968	2,638

Table 2.2

The Universe of senior secondary teachers,  
students and recognized schools in Delhi  
(1978-79)

S.No.	Item	Male	Female	Total
1.	Teachers	10,263	11,702	21,963
2.	Students	124,200	96,900	221,100
3.	Recognized schools	227	184	411

Note: The coeducational schools have been included in the above data of schools as either male schools or female schools, as done in the original lists of schools, obtained from the Delhi Board of Secondary Education.

Other data included in the tables was kindly provided by "The Research and Reference Division, Directorate of Education, Delhi" from their office records.



schools of Delhi (reference year 1978-79) is given in Table 2.1. <sup>and</sup> Table 2.2 contains similar statistics for senior secondary stage. An interesting feature of these tables is their qualitative similarity. In both the cases there are more female teachers than male teachers, less female students than male students and the number of boys schools is more than the number of girls school. For a visual perspective, these statistics are reproduced in figure 1-6.

These schools are spread over the entire area of Union territory of Delhi. Delhi which has been built and rebuilt about fifteen times in all<sup>27</sup> covers an area of 1,485 sq miles<sup>28</sup>. Because of its old history of development the distribution of population over the entire area is highly nonuniform. In fact the union territory of Delhi includes both rural and urban areas. The rural areas are quite thinly populated while the population density of urban area varies from part to part. Areas of so-called old Delhi are more thickly populated than the New Delhi.

For administrative purposes the entire area of the Union territory of Delhi has been divided into four educational districts. They are:-

- i) North District
- ii) East District
- iii) South District
- iv) West District

These districts are unequal in area. An idea of their





DISTRIBUTION OF TEACHERS IN THE SENIOR SECONDARY SCHOOL  
OF DELHI ACCORDING TO SEX (1978-79)

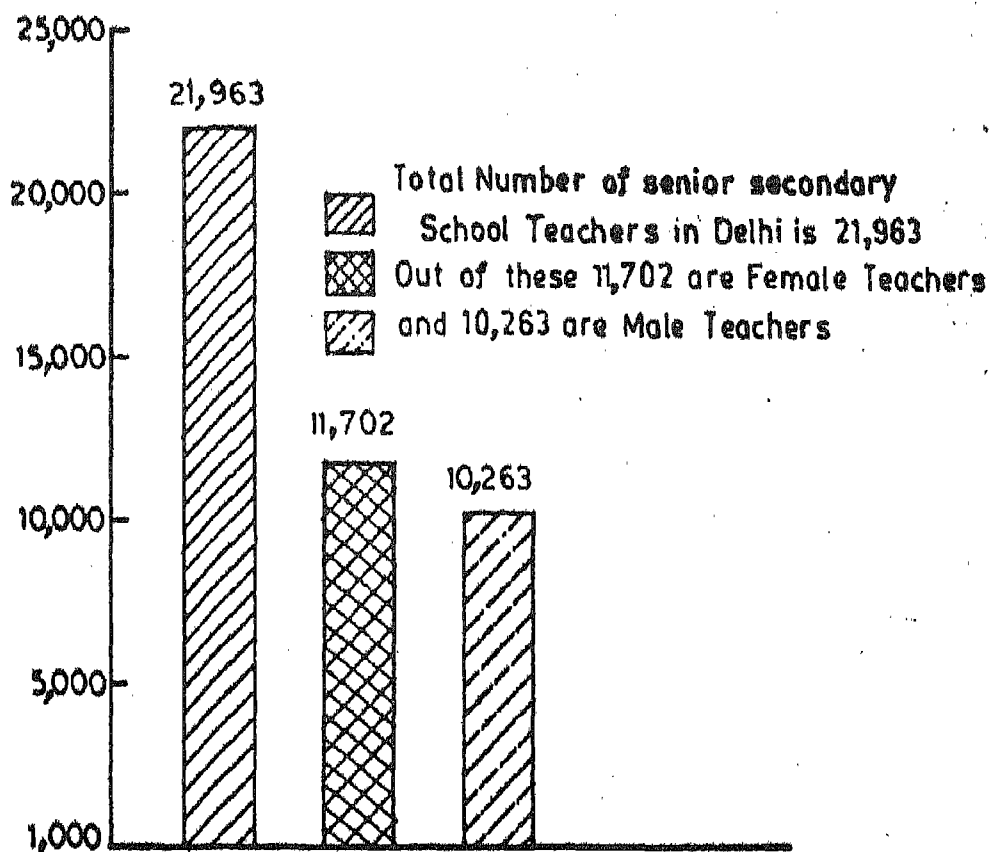


Fig.1



DISTRIBUTION OF SENIOR SECONDARY SCHOOL STUDENTS  
ACCORDING TO THEIR SEX (1978-79)

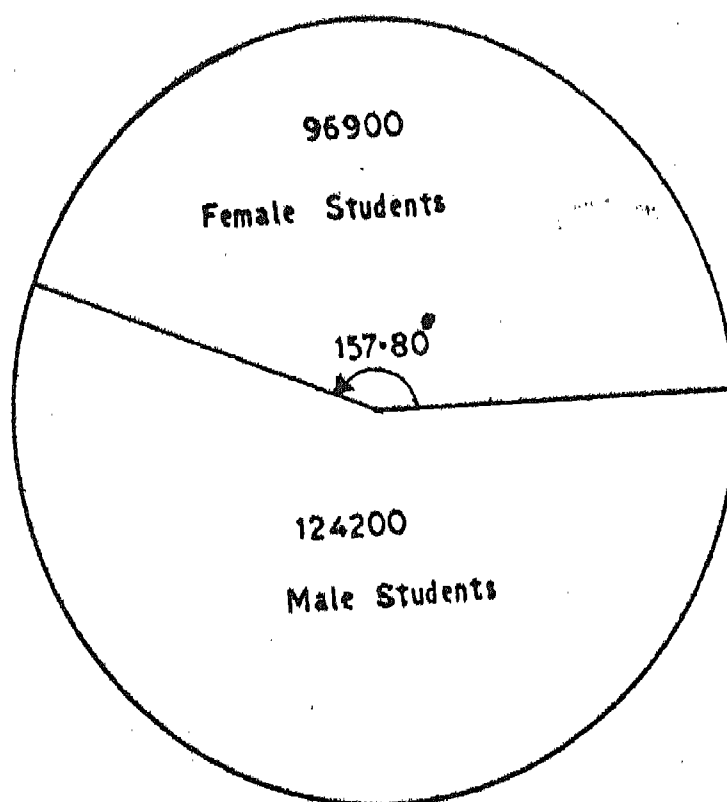


FIG.2



TOTAL NO OF SCHOOLS IN DELHI RECOGNIZED FOR UPGRADATION TO + 2  
LEVEL OF TEACHING DURING 1978-79

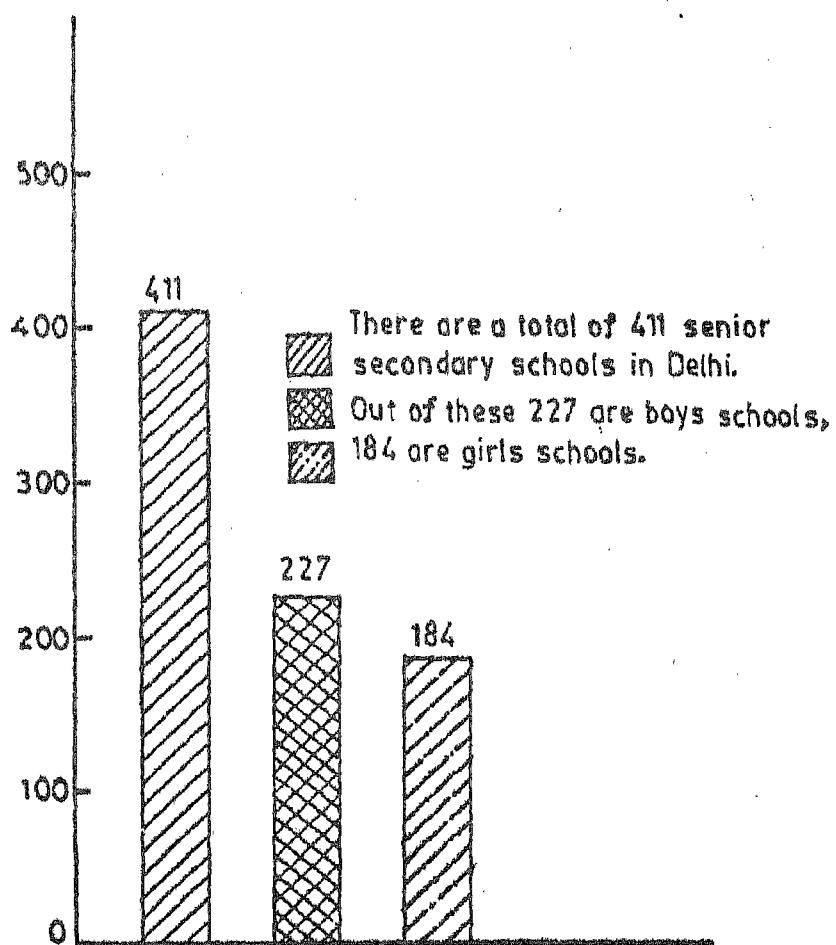


Fig.3



TOTAL NO OF RECOGNIZED SCHOOLS IN DELHI DURING  
THE YEAR 1978 - 1979

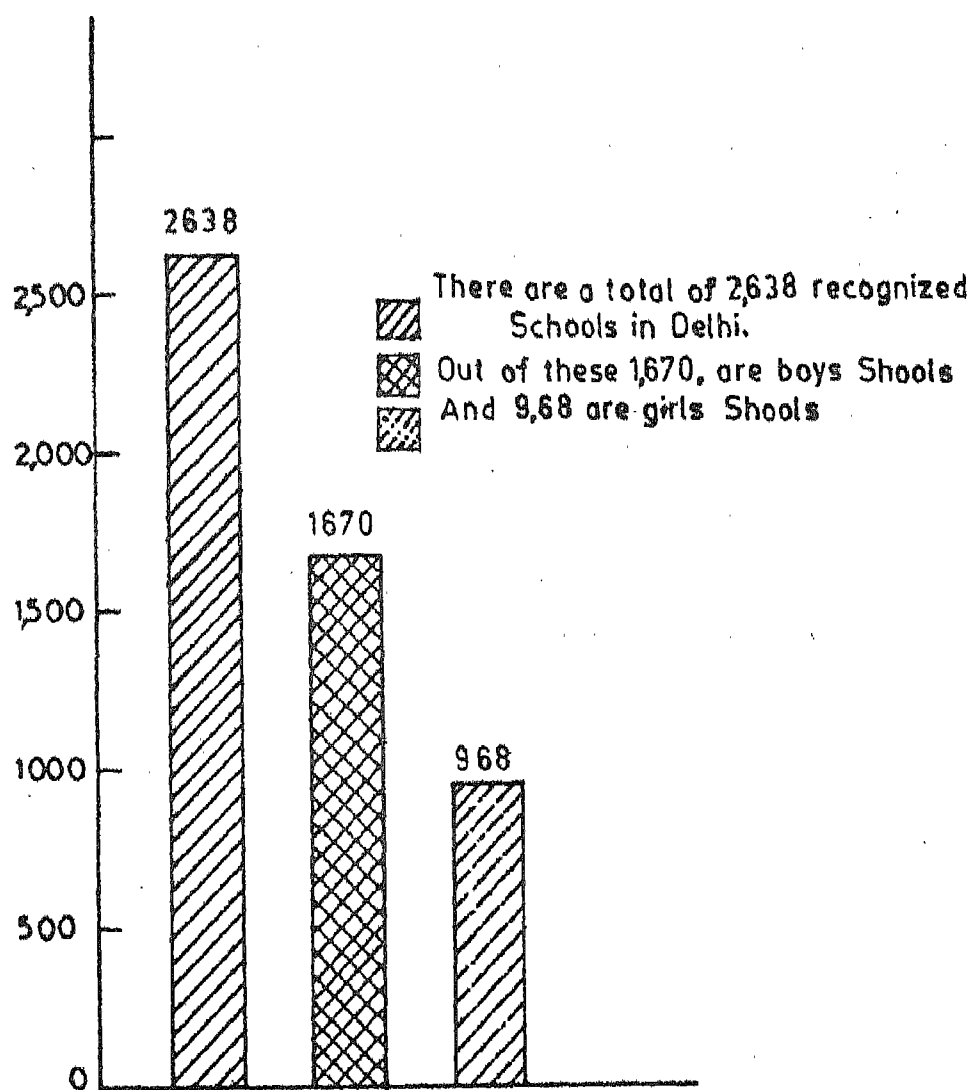
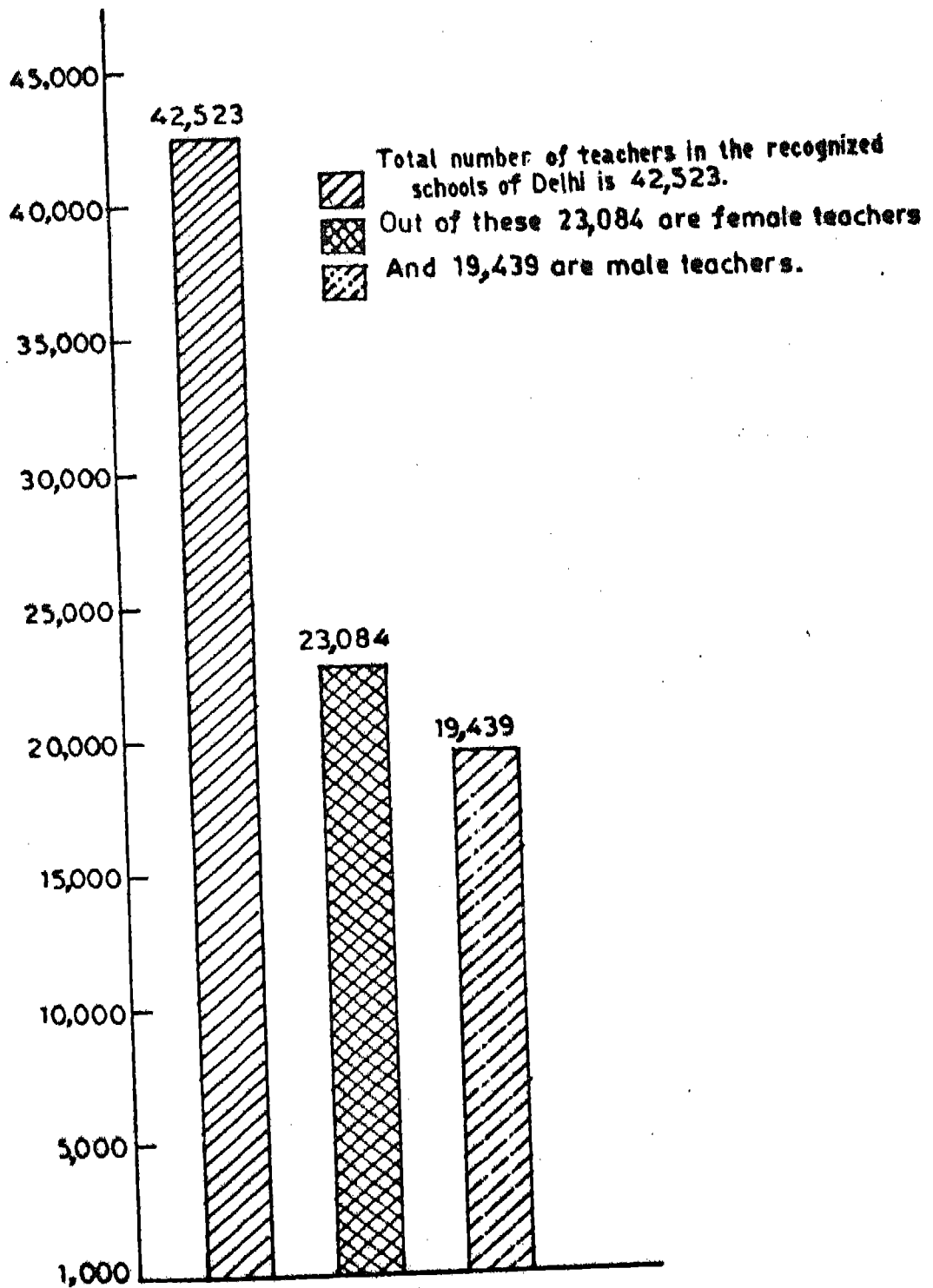


Fig.4





**DISTRIBUTION OF TEACHERS IN THE RECOGNIZED SCHOOLS OF DELHI  
( 1978 - 79 ) ACCORDING TO THEIR SEX**



**Fig. 5**



DISTRIBUTION OF STUDENTS IN DELHI ACCORDING TO THEIR SEX  
(1978-79)

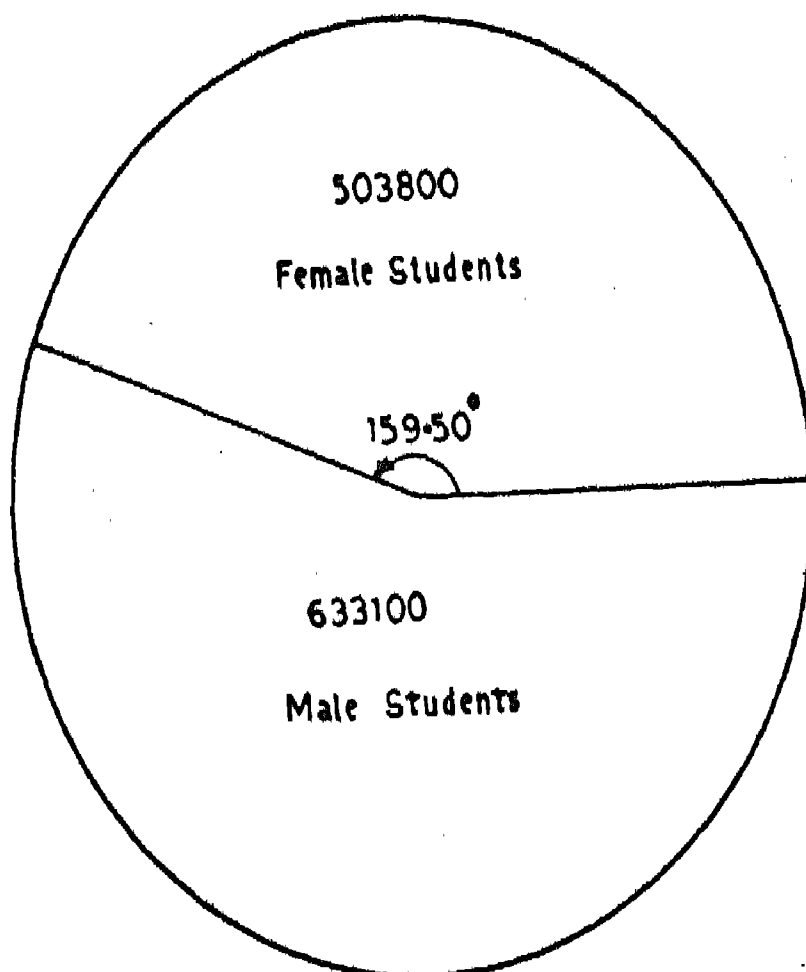


FIG. 6



relative sizes can be visualized by looking at map No.1. The largest area is covered by North district. Next smaller in area is the South district followed by West district and East district respectively.

Each district is further subdivided into three educational zones. Thus there are twelve zones in all (see map No.2). As in the case of districts the zones are also of unequal size. Some zones contain only the urban areas while others contain rural areas also. There is no purely rural zone. Therefore the population density varies from zone to zone. As a consequence the density of school also varies from zone to zone but the actual number of schools in each zone is nearly equal. About 40 to 45 higher secondary schools come under each zone.

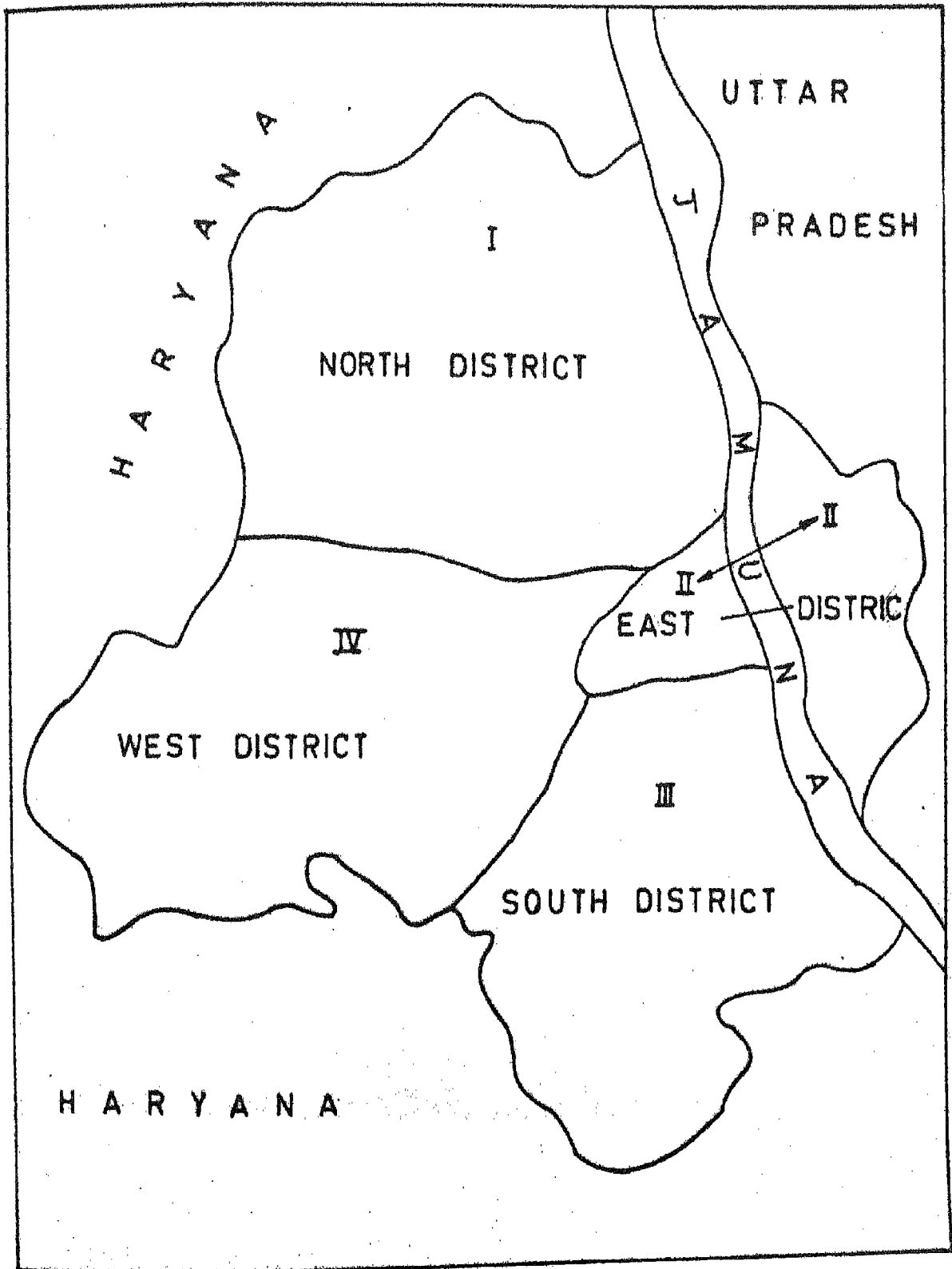
About twenty six villages of Delhi have Government Girls Higher Secondary Schools. These villages are covered by five different zones. Zones having rural schools are zone Nos. 1, 2, 8, 9 and 10. Thus the East district comprising of zones 4-6 has no rural school. Other districts have both rural and urban areas (see map No.3). Depending on the geographical location, rural or urban area, the schools may be classified as:-

- i) Rural Schools
- ii) Urban Schools



MAP NO.1

FUNCTIONAL MAP OF THE UNION TERRITORY OF DELHI  
THE EDUCATIONAL DISTRICTS

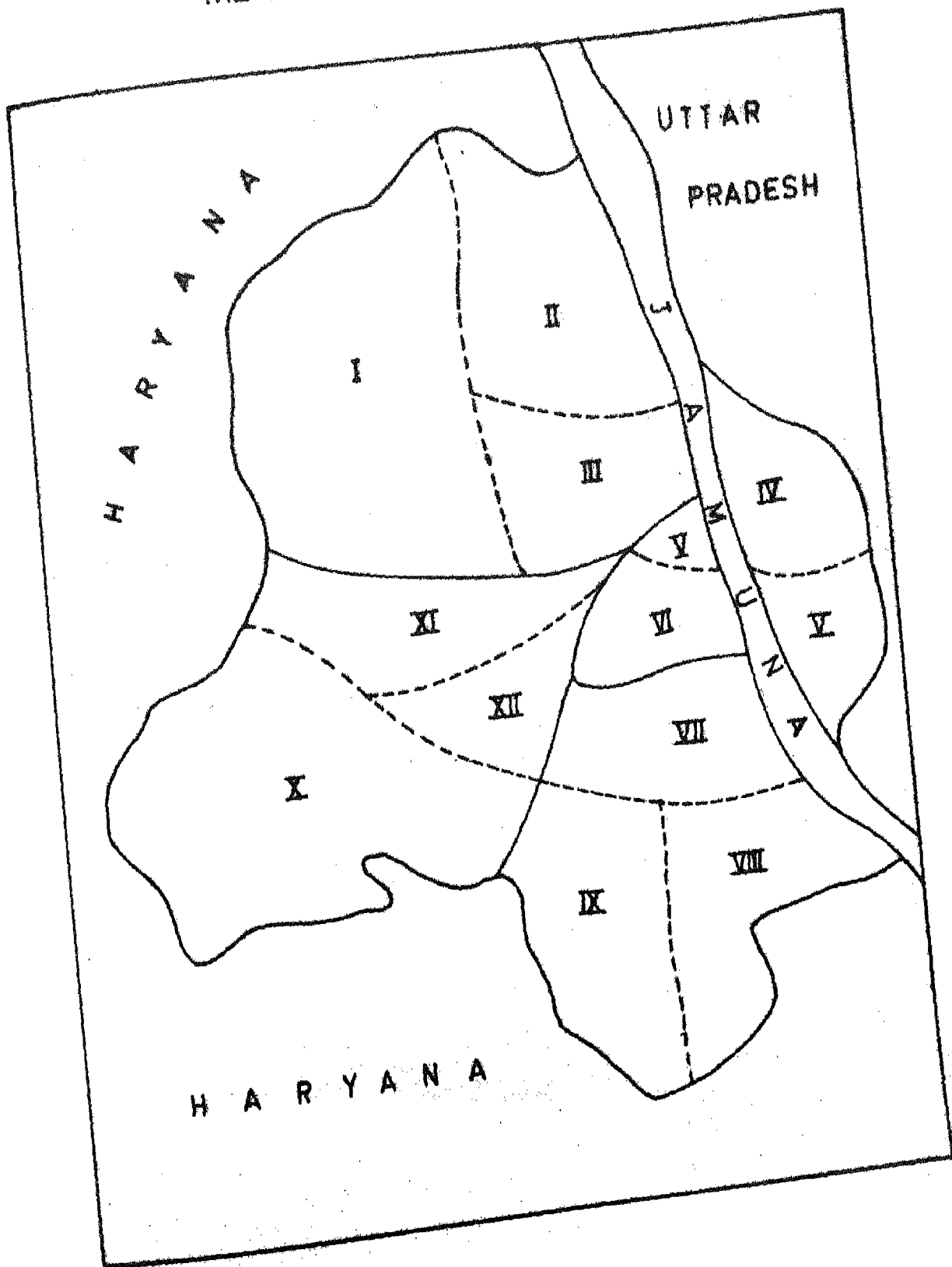






MAP NO. 2

FUNCTIONAL MAP OF THE UNION TERRITORY OF DELHI  
THE EDUCATIONAL ZONES.

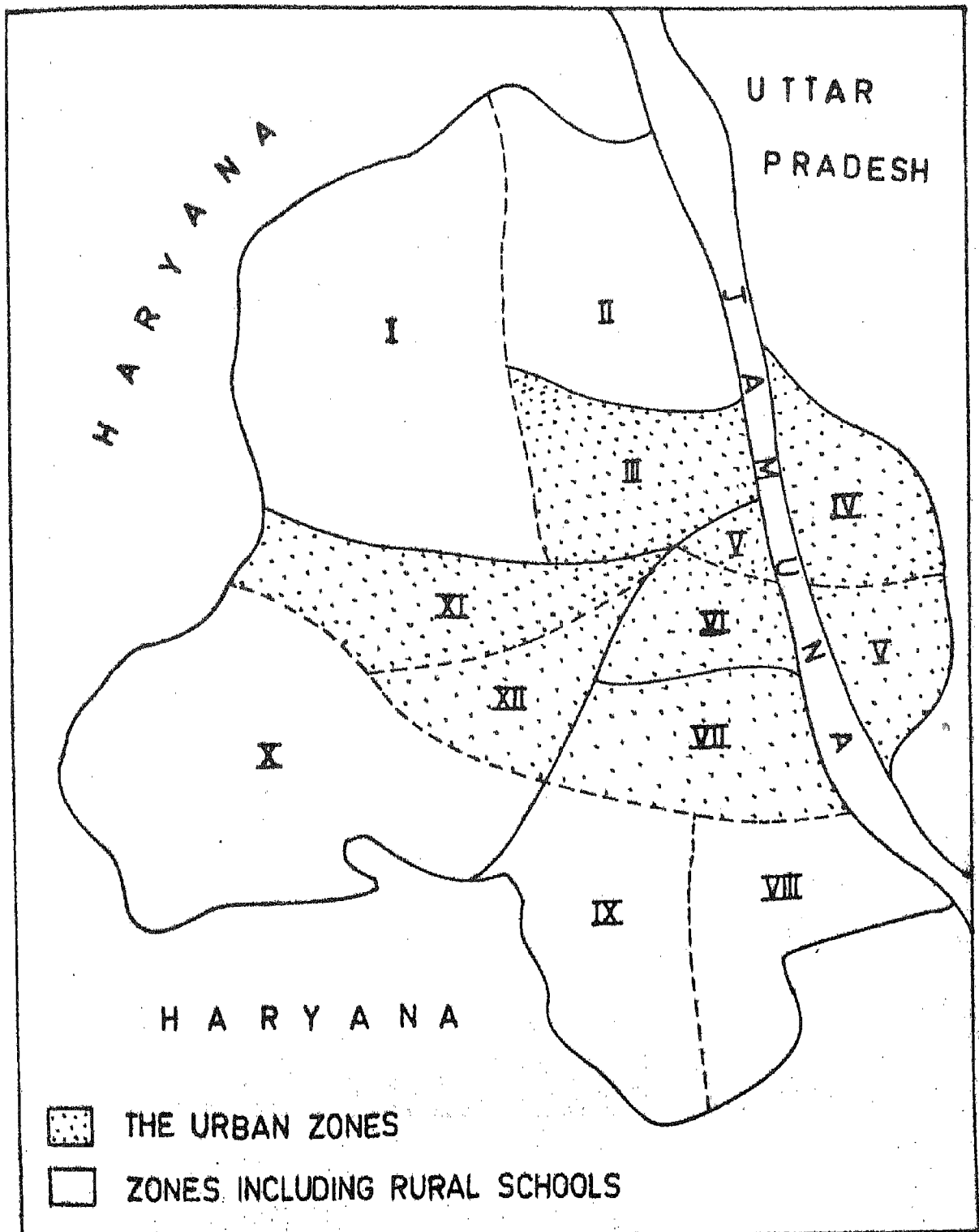




MAP NO. 3

FUNCTIONAL MAP OF THE UNION TERRITORY OF DELHI

THE RURAL AND URBAN ZONES





This classification is important because the schools in the two classes cater to students coming from quite different socio-economic and cultural background. Another classification of the schools can be made according to the type of management. Thus they may be classified into the following four categories:-

- i) Government schools
- ii) Aided schools
- iii) Unaided or Public schools
- iv) Central schools

The spread of the schools belonging to any of the above category is more or less uniform over the four education districts of Delhi.

It has been pointed out that all the categories of schools are spread all over Delhi. Therefore, it is natural that the senior secondary school teachers are also spread all over Delhi. The total number of teachers teaching senior secondary classes was 11,720 during the reference year i.e. 1978-79. Since the focus of the present study is on the women teachers teaching the ninth, tenth, eleventh and twelveth class, we have not included those teachers who were teaching only first to eighth classes even if they were teaching in a senior secondary school. Thus the total universe of the study is represented by 11,702 women teachers. These teachers belong to rural  
*[National Institute of Education]*



and urban schools. They can either be divided in the twelve zones of Delhi or in four categories of schools according to the type of management. Each classification has some characteristic features. Thus teachers of rural schools may show mobility pattern and degree of commitment quite different from that of urban school teachers. Similarly the mobility patterns as well as degree of commitment may depend on the type of management of the school. Even teachers of different zones may show different mobility patterns and degree of commitment as different zones cover areas of differing characters.

Since it was neither feasible, nor desirable to study all the elements of the universe, only a reasonable sample of the universe was selected for the present study.

#### 4. The Sampling Technique

The senior secondary school women teachers of Delhi form the universe of study in the present research work. Teachers are normally employed by different schools in any given city or village. It was, therefore, considered reasonable to approach the teachers through the senior secondary schools of Delhi. In order to get a sample of the universe of study, it was necessary to first select a sample of the senior secondary schools of Delhi.

In order to present all the categories of schools,





both, management-wise and area-wise, and to represent all the twelve educational zones of Delhi, it was considered best to use multi-stage-stratified-random sampling technique to select the sample of schools, and then, for obtaining the sample of the women teachers of the senior secondary schools of Delhi.

In the first stage, the total number of urban and rural schools, under different managements were ascertained by consulting the various lists of schools obtained from different sources\*. For the present study, only those schools were selected which were approved for upgradation to senior secondary school level education. Till the year 1975, Delhi higher secondary schools had classes only upto the eleventh grade. Under the 10+2+3 system of education, some of the schools were upgraded immediately, while some of them have not been approved for upgradation even at this stage. Out of a total of five hundred and **five** (505) higher secondary schools of Delhi, only four hundred and eleven were recognized for upgradation till the year 1978-79. Ninety four (94) schools which were not recognised for the upgradation till 1978-79, are not included in the present study.

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\*Source: i) Delhi Board of Secondary Education, Delhi  
ii) Kendriya Vidyalaya Sangathan  
iii) Board of Anglo-Indian Education.



Again all the boys senior secondary schools were also eliminated from the total number of senior secondary schools because it was ascertained that no women teachers are teaching the senior secondary classes in the boys schools. There are a total of one hundred and seventy six (176) boys senior secondary schools approved for upgradation in Delhi. Exclusion of these 176 boys schools from the list of the 411 senior secondary schools, reduced the number of senior secondary schools in Delhi to 235 schools only. These 235 schools include both the exclusively girls schools as well as the co-educational higher secondary schools of Delhi. According to the lists of schools, the total number of senior secondary schools according to management are distributed as follows:-

1. Government girls higher secondary schools	147
2. Government aided schools	52
3. Public or unaided schools	24
4. Central schools	12
Total:	<u>235</u>

The scanning of the lists of schools revealed that there are no Public schools, Aided schools, and Central schools of the senior secondary level, in the rural areas of the union territory of Delhi. There are no co-educational senior secondary schools also in the rural areas. There are



only government schools in the rural areas of Delhi.

Out of a total of 147 government girls higher secondary schools of Delhi, 124 schools are situated in the urban areas of Delhi, whereas only 23 girls senior secondary schools are situated in the rural areas of Delhi. Total number of urban senior secondary schools in Delhi is 212. The following table gives an overall picture of the distribution of the senior secondary schools of Delhi having women teachers according to the management and spatial classification.

Table 2.3

Distribution of the senior secondary schools having women teachers according to the area and management

S.No	Area	Type of Management				Total
		Govt. Schools	Govt. aided schools	Unaided schools	Central schools	
1.	Rural	23	-	-	-	23
2.	Urban	124	52	24	12	212
3.	Total	147	52	24	12	235

In the first stage of sampling, the total number of senior secondary schools, by means of elimination and categorization was ascertained.

In the second stage, a proportionate number of schools were selected from the total number of the respective categories of the schools.



As the size of rural schools was small, to give these schools a sufficient representation, a total of four schools were randomly selected by draw of lots. This number was more than its proportion to the total number of rural schools, but it was felt that there could be a possibility of not representing any rural school in the sample, if this is not resorted to. Inclusion of at least a few rural schools was considered necessary because of the entirely different location and working conditions in the rural schools.

According to the lists of schools, there are a total of 212 urban schools. Out of these the total number of central and unaided schools is small i.e. 12 and 24 respectively. Therefore to give them sufficient representation, two central schools and four unaided schools were chosen, again by draw of lots. The selection of the size of sample of these schools was in proportion to the total number of the schools in each of the respective categories.

The total number of government and aided schools is comparatively large, (i.e. 124 and 52 respectively). A sample of 14 government schools and 6 aided schools in proportion to the total of each category has been selected by using the random number tables.

Thus, in all we get a sample of 30 schools out of a total of 235 higher secondary schools of Delhi. This sample





represents about 12½% of the total schools and includes all the categories of schools both, management and area wise. These thirty schools also represent all the twelve educational zones of Delhi.

In spite of frequent visits and requests, the researcher could not get any response from two rural and two urban schools. Thus the final sample does not represent the four 'no-response-schools'. The present research is based on the responses of the teachers of 26 schools only which have the following dimensions

Table 2.4

Distribution of schools in the sample according to the area and management

S.No	Area	Type of Management				Total
		Govt. schools	Aided schools	Unaided schools	Central schools	
1.	Rural	2	-	-	-	2
2.	Urban	12	6	4	20	24
3.	Total	14	6	4	20	26

At the third stage of sample, with due permission of the principals of the identified schools pretested questionnaires were given to all the women teachers who were teaching the senior secondary classes in the sample schools. In all



about 390 questionnaires were distributed in the sample schools. Out of these, inspite of repeated visits and requests to the teachers, only 263, fully completed questionnaires could be obtained from the teachers.

Field work for the study was conducted during the later part of 1978 and early 1979. Tools of the research were prepared in the early months of 1978 and retested during the middle of 1978. Tools of study were tested in three higher second schools of Delhi. After an appropriate revision of the tools, survey was conducted upon all the school teachers teaching the senior secondary classes.

After completing the field work, tabulation, analysis and interpretation of the data, it was considered desirable to write case histories of the committed teachers. To write case histories of the committed teachers, it was considered desirable to interview the committed teachers, their students and the principals. Writing of case histories helped in getting a better insight into the problems of mobility and its relevance to commitment.

Opinion of the principals of the sample schools and the students of the secondary classes was also sought, to get an insight into the research problem. A schedule was used at the time of interviewing the principals; whereas, the students were interviewed informally.



#### 4. The Sample

The multi-stage-random sampling provided a sample of schools which is representative of the different categories of schools management viz. and which represents various districts and educational zones of Delhi. All the teachers teaching the higher secondary classes of the sample-schools formed the sample of the universe of the study. The following table represents the sample of the schools for the study.

Table 2.5

Distribution of schools according to the area and management in the sample

S.No.	Area	Type of Management				Total
		Govt. schools	Govt. aided schools	Unaided schools	Central schools	
1.	Rural	4 (23)	-	-	-	4 (23)
2.	Urban	14 (124)	6 (52)	4 (24)	2 (12)	26 (212)
3.	Total	18 (147)	6 (52)	4 (24)	2 (12)	30 (235)

NB: Figures within the bracket show the total number of higher secondary schools in Delhi under each category.

It is clear from the above table that out of the thirty sample schools, distribution of schools is as following



i) According to the area	a) Rural schools	4
	b) Urban schools	26
ii) According to the management	a) Govt. schools	18
	b) Aided schools	6
	c) Unaided schools	4
	d) Central schools	2
Total:		<u>30</u>

During actual survey, the researcher could not get any satisfactory response from two rural and two urban schools. Hence the study is based on the responses of the women teachers of twenty six sample schools only. The location of the sample schools is given in map No.IV.

It can be observed in the map that the sample schools represent all the twelve zones of the four educational districts of Delhi.

The following table gives an idea of the sample of teachers from the different types of the sample schools.

Table 2.6

The sample of teachers according to the types of schools

S.No.	Area	Type of Management				Total
		Govt. schools	Aided schools	Unaided schools	Central schools	
1.	Rural	18 (2)	-	-	-	18 (2)
2.	Urban	115 (12)	75 (6)	27 (4)	28 (2)	245 (23)
3.	Total	133 (14)	75 (6)	27 (4)	28 (2)	263 (26)

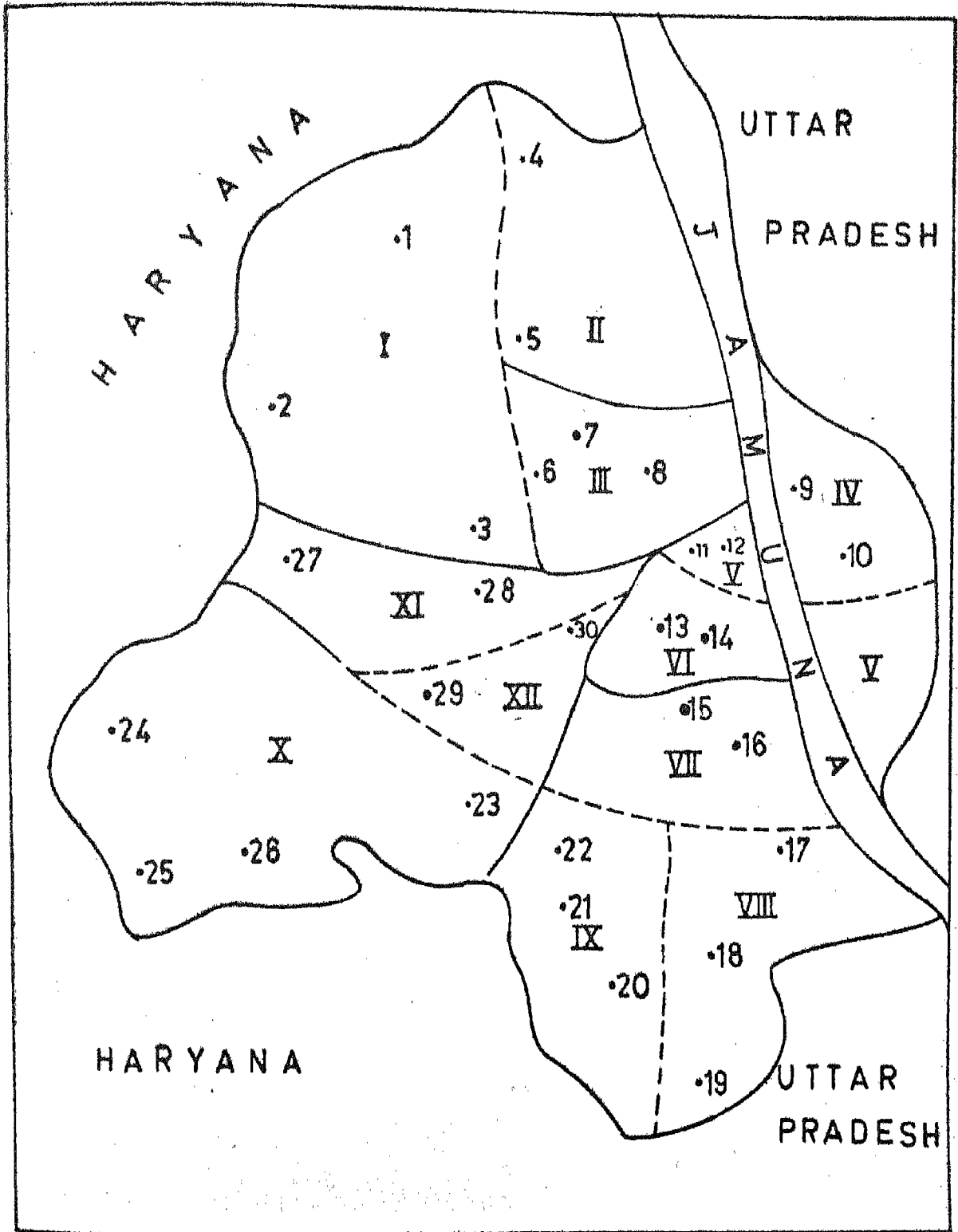
NB: Figures within the bracket show the total number of schools in the sample.





MAP NO. 4

FUNCTIONAL MAP OF THE UNION TERRITORY OF DELHI  
APPROXIMATE LOCATION OF THE SAMPLE SCHOOLS





- Legend: i) Roman numbers show the twelve educational zones.  
ii) Black dots show approximate location of the schools in the sample. Name of the schools in serial order are as follows:-

1. Govt. Girls Higher Secondary School,  
Lawrance Road, Delhi-110052.
2. Govt. Girls Higher Secondary School,  
Rani Bagh, Delhi-110034.
3. Nav Hind Girls' Higher Secondary School  
Rohtak Road, New Delhi-110041.
4. Sant Nirankari Girls Higher Secondary School,  
Nirankari Colony, Delhi-110009
5. Govt. Girls Higher Secondary School,  
Vijay Nagar, Delhi-110009.
6. Govt. Girls Higher Secondary School,  
Shakti Nagar, Delhi-110007
7. Birla Arya Girls Higher Secondary School,  
Kamla Nagar, Delhi-110007.
8. Govt. Girls Higher Secondary School,  
Malkaganj, Delhi-110007.
9. Rattan Devi Arya Girls Higher Secondary School  
Krishna Nagar, Delhi-110051.
10. Govt. Girls Higher Secondary School,  
Chander Nagar, Delhi-110051.
11. Govt. Girls Higher Secondary School,  
Dayanand Road, New Delhi-110002.
12. S.S.K.Khalsa Girls Higher Secondary School,  
Daryaganj, New Delhi-110002
13. Govt. Girls Higher Secondary School  
Mata Sundri Road, New Delhi-110002.
14. Nav Shakti Girls Higher Secondary School,  
Rouse Avenue, New Delhi-110002.
15. Govt. Girls Higher Secondary School,  
Lodi Road, New Delhi-110003.
16. Govt. Girls Higher Secondary School,  
Jung Pura, New Delhi-110014.
17. Govt. Girls Higher Secondary School  
Shri Niwas Puri, New Delhi-110014.



18. Govt. Girls Higher Secondary School,  
Malvia Nagar, New Delhi-110017.
19. Govt. Girls Higher Secondary School,  
Chatterpur, New Delhi-110030
20. Central School, IIT Campus, New Delhi-110016.
21. Govt. Girls Higher Secondary School,  
Sarojini Nagar, New Delhi-110023.
22. Govt. Girls Higher Secondary School,  
R.K.Puram, Sector II, New Delhi-110022.
23. Delhi Public School, R.K.Puram Sector 12,  
New Delhi-110022.
24. Central School, Janakpuri, New Delhi-110058.
25. Govt. Girls Higher Secondary School,  
Brijwasan, Delhi-111101.
26. Govt. Girls Higher Secondary School,  
Delhi Cantt, Delhi-110010.
27. Govt. Girls Higher Secondary School,  
Tagore Garden, New Delhi-110027.
28. S.G.T.B. Khalsa Higher Secondary School,  
Dev Nagar, New Delhi-110005.
29. Govt. Girls Higher Secondary School,  
Rajendra Nagar, New Delhi-110060.
30. Mater Dei Convent, Tilak Lane  
New Delhi-110001.



The above table makes it clear that in all there were two rural schools and twenty-four urban schools in the sample. From two rural schools, the sample of teachers obtained was eighteen.

From a sample of twenty-four urban schools, the sample of teachers was two hundred and forty-five (245). Out of this total, 115 (one hundred and fifteen) belong to the government schools; 75 (seventy-five) belong to the aided-schools; 27 (twenty-seven) belong to the unaided schools and 28 (twentyeight) belonged to the Central schools.

When we take, the rural schools which are also government schools, then the total number of government schools, is 14 and the total number of the sample teachers in the government schools is 133.

The rural background of students and the surroundings of the rural schools present entirely different problems to the teachers of those schools. The socio-economic and cultural background of the rural school students is very different from the students of the urban schools. The parents and guardians of the rural school students are not at all keen on giving education to their daughters. On the other hand, they in fact, are even against sending their grown-up daughters to the school. Due to the negative attitude and indifference of the parents, the teachers have to face innumerable problems peculiar to the rural schools.





Due to such and other unfavourable conditions of work, the rural schools have been taken as a separate category for the present study.

A brief description of each type of the schools in the sample will help in understanding the basic differences in the structure, organization and functioning of the schools.

### The Government Schools

There are one hundred and forty seven government schools in the sample. All the government schools are with Delhi Administration. These schools get hundred per cent financial support from government. The Director of Education is the head of the management and policy planning of the government schools. He works with the help of Additional Director, Joint Director, Zonal Assistant Directors and Education Officers.

For the appointment of teachers, names of the candidates are received from the Employment Exchange. Candidates are interviewed by a panel, which consists of the Director, Additional Director, Joint Director and one or two subject experts. Sometimes one or two senior principals are also members of the panel of experts.

The Assistant Director of each zone sends a list of vacancies to the Director and then they compile the lists



received from each zone to decide the total number of teachers required in each subject. Then the Director's office selects the teachers, through the selection committee and posts them in the respective schools. There is no say of the candidates at the time of appointments regarding the choice of schools or the place of work.

All the government schools have to admit every child of school going age. For the admission to sixth to ninth classes, the list of primary and middle schools from where the students to be admitted in a particular secondary school is decided in advance by the Director of Education.

#### The Government Aided Schools

In the government aided schools 95% of the financial support is given by the government and 5% finances are managed by the respective managers of the schools. The schools have their own management committee. Apart from their own members, the managing committee has atleast one representative from the Directorate of Education. They have to follow the directives of the Delhi Education code for the organisational and management purposes.

The appointment of teachers is made through advertisements and Employment Exchange. First preference is given to the surplus teachers from the other aided schools. At the time of appointment of teachers, a nominee from the Directorate of Education is also present. For every



appointment, the approval of the Directorate of Education is necessary.

Normally, the aided schools are also supposed to give admission to all the school-going-age children, but due to private management there is a great scope of personal discretion for giving admission to the children.

### The Public or Unaided Schools

The unaided schools get no financial support from the government. These schools are managed by private owners, private trusts or associations like the Christian Association, Catholic Association, Shri Aurobindo Society or the Birla Educational Trust etc. They get financial support from the parent association to which they are affiliated. A major part of their expenditure is met by the tuition fee from the students

Recently, there is a trend towards more interference from the Delhi Educational Board in the matters of the private schools. These schools have also to follow the Delhi Education Code regulations; but they are basically controlled by the respective Trusts and Associations to which they belong. At the top, the manager of the school, is the senior most official and then the secretary, the principal and other staff members appear in order of hierarchy.



Appointment of teachers is made by inviting applications through advertisement and Employment Exchange. The members of the managing committee directly appoint their own teachers. Normally they also follow the prescribed standards for the appointment of teachers but there is all the scope for personal likes and dislikes regarding the actual selection of the teachers. Usually, the selection committee keeps at least one subject expert in the panel for the appointment of teachers.

Regarding the admission of children, the Public schools are very selective. They run their own admission tests, and they have their own criterias for the selection of the children.

### The Central Schools

In order to provide uniformity of education for national integration and security to the children of the government officials with transferable jobs and the defence personnel, the central schools came into existence in all big cities of the country as also in cantonments.

The central schools are managed by the Kendriya Vidhalaya Sangthan, which is an autonomous body directly under the Ministry of Education and Social Welfare, Government of India. 75% of the finances of a cantonment school is met by the Defence Ministry. In all of these schools only a





nominal fee is charged from the students, that too depending on the ladder of income of the parent.

Head of the Kendriya Vidyalaya Sangathan is the Commissioner. There are Deputy Commissioners, Assistant Commissioners and Education Commissioners at the administrative side for the management and the policy planning.

The appointment of teachers is again made through the applications obtained from the Employment Exchange. There is a selection Board for the appointment of teachers. It consists of the Commissioner, the subject experts and the principal's representative.

Kendriya Vidhyalayas are located in the different states of India, therefore, at the time of appointment, they ask the candidates regarding the choice of the place. Normally due consideration is given, specially in cases of women candidates, to post them at the place of their choice.

Regarding the selection of students, first preference is given to the children of defence personnel and the central government officers with transferable jobs. Due consideration is also given to the locality municipal.

The above description of schools gives an idea of the make up and functioning of the schools. In the following section an attempt has been made to describe the tools used for the study.



## 5. The Tools of Study

The universe of study represents educated women teachers of Delhi. It was anticipated that they will be able to answer a questionnaire. A questionnaire was considered the best tool because the researcher wanted information regarding various aspects of the problem of the study. It was not possible to cover all aspects of the study through any other tool of research. Even, a complete reliance on the questionnaire was not adhered to. The queries through questionnaire were supplemented by the interviews, principal's guide schedule, researchers diary and case histories. A brief description of each of the tools used, will help in understanding the method of study.

### The Questionnaire\*

The questionnaire consists of three parts. The first part has been subdivided into three subsections. They are referred to as section 1A, 1B, and 1C, in the questionnaire. Section 1A is designed to collect personal biodata of the teachers. Section 1B, contains queries regarding the academic qualifications of the teachers. Section 1C, aims at collecting information regarding the socio-economic background of the teachers.

Part two of the questionnaire is devoted to measure the professional commitment of the women teachers. On the

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\*A copy of the actual questionnaire is attached at the end of the thesis as Appendix I.



basis of the indicators of professional commitment, questions and cross-questions were formulated to test the professional commitment of the teachers.

Part three of the questionnaire is aimed at collecting the factual data regarding mobility patterns of the teachers. Information regarding 'why', 'when' and 'where' of the job is collected in this section of the questionnaire. This section clearly brings out the various mobility patterns prevalent in the teaching profession.

#### Mode of Administering the Questionnaire

On the first visit to the sample schools, the researcher, invariably met the principal to seek permission to contact the senior secondary school teachers of the school. At each school, the researcher tried to explain the purpose of her visit to the principal and through her co-operation obtained a list of the teachers, teaching the higher secondary classes in that particular school. The principals also helped in introducing the researcher to the teachers concerned, either by taking the researcher to the staff room herself or by sending some responsible staff-members along with the researcher to help in finding out the teachers concerned. Thus in every sample school, the researcher met the teachers either in a group or individually



and handed over the questionnaire personally to them. In every sample school, questionnaire was given to all the teachers who were teaching the ninth, tenth, eleventh and twelveth classes.

Subsequently, the researcher made herself available in the staff room of a school for at least three days, so that in case of doubt, teachers could easily contact her. The researcher found such sittings very useful from the research point of view. This gave her an opportunity, not only to remove the lacunae in filling up the questionnaires, but also to talk to them in more informal and casual way. Such informal discourse on teachers attitude towards their profession and their reactions to the transfers gave her an insight into the problems of women teachers. Researcher's presence in the staff room also helped her in getting a better response from the teachers. Her presence in the staff room was a constant reminder to the teachers for filling up the questionnaire. Normally, it took three to four days to collect all the questionnaires from a sample school. Exceptions being only two visits to one rural school and as many as ten visits to one urban school. In spite of the ten visits, the researcher could collect only six questionnaires out of fifteen questionnaires distributed in this urban school.

The researcher's diary contains very useful information





and spontaneous remarks of the teachers. It also contains the general impression of the researcher regarding the school, principal, staff-members and the students.

#### The Interview Guide Schedule\*

It is considered that a questionnaire may not be sufficient to give all the factual information regarding the school. The principal is the final authority for giving the factual data regarding the school, students and the staff. The researcher always took a previous appointment from the principals of the sample schools, so as to talk to them formally about their point of view regarding the mobility patterns, and professional commitment. It was anticipated that through their long experience in the teaching profession, they would be in a better position to give their opinion about the problems of mobility and commitment. The researcher was greatly helped by such interviews with the principals. It initiated her in clarifying her own concept of professional commitment of teachers, and in understanding various patterns of mobility.

Principal's interview guide schedule was filled up by the researcher herself during the time of the interview. The interviews usually lasted from thirty minutes to one hour. Exceptions to the rule were four schools, two rural

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\*A copy of the Principal's Interview Guide is attached at the end of the thesis as Appendix II.



and ~~at~~ <sup>two</sup> urban, where due to ~~the~~ non-cooperation of the principals, the researcher was rebuffed after explaining the purpose of the visit. Normally, the principals were co-operative and the extent of response from the teachers depended upon the attitude of the principals towards the researcher.

### Informal Interviews with the Students

With due permission of the principals and the class teachers, the researcher took an opportunity to talk to the students of the higher secondary classes as well. Normally, the researcher was given one or two school periods to talk to the students. It always took sometime to put the students at ease and to share confidence with the researcher. But once some rapport was established between the researcher and the students, the shy students turned out to be most vocal about the good and bad points of their teachers. They could say as to who are the best teachers in their school. Teacher's attitude towards the students greatly reflects the students' attitude towards their teacher. The students of higher secondary classes cannot be easily set aside, therefore, those teachers who could command respect and affection from the students proved to be among the committed teachers. Such teachers know their subject as well as their students very well. Thus informal talking to the students gave an insight into the student's point of view about their



teachers. The students do appreciate the efforts made by the teachers for their welfare.

### Case Histories

Case histories of nine identified committed teachers were written by the researcher in order to understand and appreciate the research problem in all its dimensions. Case histories of the committed teachers provided deeper insight into the problem of mobility and professional commitment. Face-to-face talk with the committed teachers could establish a congenial atmosphere which enabled the teachers to narrate the ups and downs in their professional and personal life. Family background and achievements in the professional career are inseparable. Although after listening to each case history, the researcher was left wondering at the variety of ways life treats individuals and a still greater variety of reactions of the people towards life.

The researcher feels that had she not written the case histories, she would have understood the school teachers on a superficial level only. It was most educative to know that despite such different socio-economic and family backgrounds, all the teachers in the case histories were committed to their profession.

The following chapter is devoted to briefly examine the nature, definition, dimensions and elements of mobility; how mobility is effected by the socio-economic and cultural



background of a country, with special reference to the socio-economic and political background of Delhi; the impact of mobility on the teaching profession; and the various mobility patterns found in the sample.

Mobility out of the teaching profession in case of the sample teachers has not been studied as it is as definite a negative indicator to commitment as good performance in the profession is a positive one.





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## CHAPTER - THREE

### THE MOBILITY PATTERNS

1. Nature, Definition and Dimensions of Mobility
2. Elements of Mobility
3. Mobility and the Social Environment of Delhi -  
its impact on the teaching profession.
4. Mobility Patterns in the Sample





## 1. Nature, Definition and Dimensions of Mobility

"Since the days of Comte, (1798-1857)<sup>1</sup>, two trends, representing the static and dynamic aspects of social life have been recognised - one was called 'social-statics' and the other, 'social-dynamics'. It is a common concept of sociology that the social order is a 'state of equilibrium' between the forces of stability and mobility. Forces of stability preserve order and maintain social solidarity, whereas, the forces of mobility bring about social change and speed up the dynamics of society.

Mobility is a part of the broader concept of 'social-change'. The concept of social change pre-supposes the existence of social inequality. Social-inequality has been viewed by different thinkers in different ways. For Aristotle, (384-322 B.C.) and Karl Marx, (1818-1883)<sup>2</sup> it was economic inequality. Aristotle divided society into three classes, namely, very rich, very poor and the moderate or the middle class. Marx made a clear cut division of society into two classes of bourgeoisie (capitalists) and proletariates (working class). For Tonnies (1856-1936)<sup>3</sup>, it was economic, political and intellectual-moral inequality, which gave rise to inequality. Pareto (1848-1923)<sup>4</sup>, put forward the concept of 'circulation of elites' to explain the nature of 'social mobility' and class-circulation. Max Weber (1864-1920)<sup>5</sup>, viewed social inequality in terms of 'social-honour and prestige'.



Until the Second World War, few studies were undertaken to study the phenomenon of 'social-change' and social mobility but since then, the field of 'mobility' has attracted considerable attention. In the post-war period, Glass (1954)<sup>6</sup>, Mack, Freeman, Yellin (1957)<sup>7</sup>, Bendix, Lipset (1959)<sup>8</sup>, Pfautz, Killier (1960) and a number of other writers and investigators, through their books and papers, have contributed material for the study of mobility.

There have been two traditions of studying and measuring social mobility. In most of the European studies, mobility was explained in terms of movement from lower to middle, and from middle to upper class status.

In the American studies, in the place of class, mobility was measured by movement from one occupation to another, i.e. from manual to non-manual, or from white collar jobs to professionalized occupations, which need specialized knowledge and skill. In the place of simple dichotomous division of classes, they were, in later empirical studies arranged in a hierarchical order in which working class was put at the bottom and upper class, which was superior economically and intellectually, and hence socially and politically also, was given the top position.

Mobility, according to Sorokin<sup>9</sup>, refers to 'Any



transition of an individual or social object or value, -  
 - - - from one social position to another'. Bendix and  
 Lepset<sup>10</sup>, also believe that 'Mobility refers to the process  
 by which individuals move from one social position to  
 another in a society, positions, which by general consent  
 have been given specific heirarchical values: when we study  
 social mobility, we analyse the movement of individuals  
 from position possessing a certain rank, to positions  
 either higher or lower in the social system'.

The above definitions, make it clear that mobility  
 implies inequality, some heirarchical arrangement of  
 stratification and deliberate or non-deliberate mobility  
 of individuals from one status to another.

These definitions stress the change in 'positions'  
 only, and does not give equal importance to the correspond-  
 ing change in the 'roles' of individuals. In a closed  
 society of the caste system, the status of individuals is  
 ascribed, i.e., determined by birth. Individuals act  
 according to their prefixed status. In the modern society,  
 where stratification is rooted in 'achievement', the status  
 of an individual is determined by his roles. Mobility in  
 such a society points to the changes in the roles of  
 individuals, rather than their positions. This view-point  
 has been amply stressed in the definition of mobility  
 given by Bernard<sup>11</sup>. He points out that "Mobility refers



to movement, either upward or downward, between higher and lower social classes; or precisely, movement between one relatively full time, functionally significant role and another that is evaluated as either higher or lower". According to Kulischer<sup>12</sup>, "Any moving about should be identified as mobility, such as movement from village to city or city to city, involving change of residence and change of place of work". Under this context, 'migration', which normally refers to change of the country, should also be considered as 'mobility'. Mobility, generally refers to changes in the 'social-status' and 'occupations', but some thinkers do not make such a distinction.

To sum up, it can be said that mobility represents movement from one strata of society to another; from one class in a society to another; it denotes changes in the power and authority of groups, and individuals and it also implies movement from one place to another.

As modern industrial social organisation is much more heterogenous and complex, its by-product, social mobility, has also tended to grow into a much more complex and multi-dimensional phenomena. For a proper understanding of the nature of mobility, it will be worthwhile to take into account some of the dimensions of mobility. A systematic study of mobility has revealed that there are certain uniform trends of social change.





Hall (1969)<sup>13</sup> suggests that mobility can be studied from a number of dimensions. He broadly divides these dimensions into two categories. One such dimension is the time phase of mobility and the other is the direction.

In the time phase of mobility, inter-generational and intra-generational changes are included. With the lapse of time, new inventions and innovations open new venues of mobility. What is commonly known as generational gap, often determines the mobility patterns of individuals of different age groups.

According to the directional axis, three different patterns, which are often related to each other, can be visualized. The first is vertical mobility, indicating up or down movement. It is a common belief that modern industrial economy and political democracy have accelerated the pace and degree of vertical mobility. Vertical mobility involves both upward or down-ward movement. It may proceed along several ladders: the economic, when an individual, group or cultural values pass from the poor to the rich section or vice-versa; the occupational, when the movement is from the lower to the higher occupational strata or vice-versa; the social - political, when, for example a citizen or a peasant changes his juridical status to that of a planner or administrator or vice-versa.

The second axis is a change in the social function,



that does not involve change in the status. This is termed as the horizontal mobility. There could be several occupations, which come in the same status level. Hence mobility from one profession to another, having the same status or social ranking is called horizontal mobility. According to Sorokin<sup>14</sup> it is called horizontal mobility, "when the individual or group transition occurs on the same social level from the standpoint of income, standard of living, prestige, occupational status, educational privileges and duties or when the movement, migration, shifting and diffusion of cultural elements are within the same social stratum of the population".

The third axis is that of 'spatial mobility', where there is a change in the location of the occupation. It points to the shift from one place to another in the same position. This type of mobility includes transfers in services, immigration and territorial changes.

Sorokin<sup>15</sup>, takes another dimension of mobility, viz, individual or group mobility. Explaining the nature of this process, he claims that either the individuals of a lower stratum may infiltrate into an existing higher one, or a new group may be created by such individuals which may claim the higher status. According to him 'Ascending and descending of the individual is a common phenomenon, but some times the 'climbing' and 'sinking' of a group also takes place.



If we look at the rise of modern professions, it will be clear how some professions gradually rose into status, while some others continued to loose importance and position. In India too, such changes have taken place. The profession of teaching was ranked the highest amongst all other profession, but gradually due to various reasons, it has lost its status. In the present day hairarchy of the professions, it stands rather low.

Mobility, whether social or occupational, is the result of multiple factors. Following section has been devoted to a brief review of the factors which have accelerated the pace of mobility in the modern times.

## 2. Elements of Mobility

Since mobility exists within every human society, apparently its existence is due to the conditions which are prevalent wherever social life exists. In other words, in addition to particular and temporary factors in social stratification which shape its specific forms, there must exist "causes" which are universal and intimately connected with the phenomenon of 'mobility'. What are they? In their concrete forms these causes are numerous and different, but they may be grouped into a few broader headings.

Sorokin<sup>16</sup> has dealt the factors influencing mobility under two broad headings, viz. (a) Primary or general, and (b) Secondary or temporary. According to him "Among the



primary factors are: (1) demographic factors, which lead either to their relative diminution in the total population; (2) dissimilarity of parents and children; (3) change of environment, especially of the anthropo-social environment; (4) defective social distribution of individuals within social layers". These factors permanently break the existing equilibrium of the social distribution of individuals and make mobility inevitable.

Besides these permanent factors of mobility, there are many other secondary conditions which may facilitate or hinder mobility. "According to Sorokin<sup>17</sup>, secondary, local and temporary factors of social mobility include: (1) all concrete factors which facilitate an increase in the difference of the numbers of surviving children of the upper and the lower classes; (2) all the factors which facilitate an increase in a dissimilarity of parent and children; (3) all concrete conditions which facilitate an increase in discrepancy between the qualities necessary for a successful performance of a social function and the innate and acquired qualities of the people who occupy corresponding positions (qualitative and quantitative defects of social distribution of individuals).

All conditions opposite to the above, are factors which hinder an intensification of vertical social mobility".





Sorokin<sup>18</sup> believed that "mobility" varies quantitatively and qualitatively in different societies and fluctuates from period to period". For example the rate and degree of mobility in India is different from the Western countries, or for that matter it is different from any other country. In the same way, during the classical period of caste system in India, vertical social mobility was weak, while in the contemporary society, it has become more pronounced.

An ideal machinery of social selection and distribution must be so flexible as to be able to change the type of people for each stratum as soon as it is necessary. Such flexibility, however, does not exist. People do not change as fast as the conditions change. As a result, there is a perennial lag. This lag has existed to a degree in all societies and continues to exist up to this time.

If the lag becomes too wide and the dissatisfaction among the people grows too strong, revolution takes place. During war, and times of political, industrial, economics, religious and other social upheavals, mobility increases, just as during periods of social stagnation, it decreases. In revolution and social upheavals, the upper social strata is pulled down and the leaders and most talented or energetic men from the lower classes climb up, in the form of leaders of revolution and its dictators. In this process



either the upper strata is completely annihilated or it becomes ineffective.

Another reason of social mobility is the insufficient reproduction of the upper classes in many societies. Such insufficient reproduction of the upper classes often create vacancies in the upper positions, making it necessary that they be filled with persons from the lower strata. Such circulation of talented and skilled personal to the upper stratum and degeneration of the inefficient people to the lower strata is one of the permanent factors of mobility. Growth of population is another factor which produce regional and territorial mobility. Growth of population and lack of resources for living have often forced people to leave their original place and to move to other places in search of employment.

It is a common belief that modern industrial economy, and political democracy have accelerated the pace and degree of mobility. In the new era of industrial urbanism, the feudal pattern of stratification has been considerably modified and the norms of personal achievements, equality of opportunity, democratic values and individuality have emerged as the new basis of social order. The criteria for these new values are competition, educational standards, personal skills, efficiency and initiative.

In every society, urban or rural, social mobility,



stratification and occupational structures are interrelated with each other. Industrial societies are characterised by vertical social mobility, open stratification, diversification of occupational structures and the transformation of occupations into professions due to increasing education and rising specialization.

The development of standardized education and improved means of communication and interaction, have increased, both vertical as well as horizontal mobility. Education and means of communication enhance opportunities and create conditions of psychological motivation and mental mobility. Due to radio, television, telephones, news papers, magazines, journals and educational or other literature, people can interact better and carry out plans, arrange meetings, and conferences etc. The post and telegraph system has definitely shortened the distance in time and space. Due to improved means of transport, like cycles, cars, buses, trains and aeroplanes etc., the world has become a small place to live. Within a matter of hours, man can afford to reach any corner of the world. Improved means of transport and communication have resulted into high degree of horizontal mobility in the form of immigration, displacement, transfers and shift from one place to another.

Any new invention and discovery; natural calamity or planned war; urbanisation and industrialization;



modernization and development; alignment or disaggregation of social forces results into one or the other type of mobility. All these factors, either promote, demote or displace individual or groups, leading to vertical or horizontal mobility.

Modern technology, time-saving devices and gadgets have given to the modern generation, extra time and energy to devote on other activities, which in turn imply greater mental and spatial mobility.

Apart from these general factors of mobility within a society, there could also be several personal reasons for mobility of individuals. These personal reasons could be economic background, occupational or professional commitments etc. Among major reasons of horizontal and vertical mobility of professionals today are transfers and promotions.

The overall description of the factors of mobility makes it clear that presence of mobility in every society at all times is inevitable. Societies except primitive tribal ones - with no mobility of any type, stagnate and degenerate. They breed discontentment, which in turn brings revolution and hence mobility. Mobility is an inevitable phenomena of social life. It facilitates the diffusion of science, art, beliefs and manners; it gives a broad foundation and deep roots to any cultural achievement.





Intensive vertical mobility increases elasticity and versatility of behaviour and stimulates progress in ideas discoveries and inventions. Mobility makes the social structure elastic, breaks caste and class isolation, undermines traditionalism and stimulates rationalism. Its direct and indirect influences on all aspects of social organization are complex and potent.

In the following section an attempt has been made to study the interplay of mobility on the socio-cultural, economic and political conditions of Delhi and vice-versa. It will help in getting an overall understanding of the impact of mobility on teaching profession since independence.

### 3. Mobility and the Social Environment of Delhi - Its Impact on the Teaching Profession

The last fifty years of Delhi, is a fascinating story of great social upheavals, unprecedented growth of population, and expansion in all directions and dimensions. During this period the city sustained the impact of two World-Wars, India's independence, communal riots, partition and the resulting immigration and exodus of its population. Since independence, Delhi has also shared the impact of 1965, 1971 and 1975 wars with China, Pakistan and Bangladesh respectively.

From the point of view of mobility and "pull" and "push" factors, Delhi faced tremendous reorganisation of



population social values and norms, resulting into a totally different physical and social make-up of the city.

Immediate effect of independence and partition of India was, fewer Britishers and lesser hold of British Officers in the country. In place of Britishers, Delhi was flooded with the refugees and the immigrants from Pakistan and the neighbouring states. From a population of 0.7 million people in 1941<sup>19</sup>, the population of Delhi has grown to 54,69,700 in 1978-79<sup>20</sup>. Sudden growth of population was one single factor which brought series of changes in the city of Delhi. It was an unexpected turn in the history of Delhi and the city was not prepared for the sudden influx of the diverse population. The city of Delhi, no more consists of the Hindu, Muslims and Christians - the veterans of the Hindu, Muslim and the British Rule in India, but now it is full of Sikhs, from Punjab and Sindh, and the immigrants of the neighbouring states like, Punjab, Haryana and U.P. Not only people from neighbouring states and Pakistan found their way to Delhi, due to the tremendous "pull factors" in Delhi - considerable number of people from far off states like Bengal and South India also migrated to Delhi during this time and during the later part of the progress and development stages of Delhi.

To meet the needs of the time, and to accommodate the refugees and the immigrants, Delhi also grew proportionately



in all directions and dimensions. In a hurry to accommodate the new-population, not much planning and systematic organisation could be done for anything during the early parts of the post-independence period of India. Such an expansion, mostly unplanned and haphazard, created various problems for its residents, but in the name of independence and want of any other choice, everything was tolerated by the residents, refugees and the immigrants of Delhi.

As a result of the growth of population, the city of Delhi underwent an unbelievable expansion in space and therefore territory. Delhi, which was once contained within the four-walls of the Red Fort and the nearby area, expanded marginally during British Rule in the form of New Delhi, but after independence it burst open in the form of Greater Delhi. It is now called the Union Territory of Delhi, consisting of the Old Delhi, New Delhi, Greater Delhi and the rural areas of the territory - all in one. The union territory of Delhi is spread out in an area of 1,437 sq. miles,<sup>21</sup> representing the rural, urban and the industrial make-up of the city.

Multi-storied buildings, posh shopping centres, new residential colonies have become characteristics of the Greater Delhi. Delhi can proudly boast of having some of the most beautiful buildings and distinguished pieces of architecture in the world. In spite of its apparent



prosperity indicated by New Delhi and its fashionable shopping centres, posh residential areas and suburbs, multistoried buildings and offices, the air of affluence given by the presence of embassies and the high level central government employees, Delhi has all the manifests of poverty of the country of which it is the capital as well. The per capita income of Delhi residents is higher than the average of the country as a whole, but still, poverty and inequality constitute the dominant pattern of the way of life of its people. Delhi being the capital of the country, and the seat of the central government, is full of government offices and government employees. Befitting the way of life of its people, Delhi has been aptly nicknamed as "Babu-Nagri".

New residential colonies, both private and mostly government, have sprung-up on all the sides of Delhi; new industries, new offices, more occupations, more professions, more schools and buildings are being made every day to meet the challenges of rearing the population of Delhi. There had to be an expansion of all the amenities to cater to the needs of the numerous colonies. Expansion of transport, both public and private became necessary. In spite of increase in the transport and means of communication, they are still insufficient to meet the needs of the residents of Delhi.





The resettlement of the refugees was a slow and gradual process of accommodation and adjustment. To meet the demands of the times, the city of Delhi underwent great social, cultural; economic, political, educational and occupational upheavals. In place of the old traditional norms and values, due to the intermixing of a variety of population of different origins, nationalities, cultures, races, religious and economic strata a whole new set of social values emerged to enable the new-comers' to settle down in the country under new circumstances. So far as the refugees are concerned, the traditional norms and taboos lost their meaning. To re-establish the same traditional closed society was not in their interest. They were eager to establish conditions of open society, where it would have been possible for them to re-establish themselves.

Before independence, in Delhi, ground was prepared by the leaders of the nation to accept change - primarily a change in the political powers; but that mental preparedness held good for accepting change in all other walks of life also. In the ordinary circumstances it would have been almost impossible to break the social barriers, but in the excitement of the new found independence, people were willing to accept any change. In the name of the independence, many demands and adjustments were made, resulting into emergence of an almost new Delhi - having an absolutely



different character and make up.

Delhi, not only experienced social upheavals and growth of population due to the mass-mobility, but its impact was even more complex and potent than it was realized in the beginning. Dube<sup>22</sup> suggests that such an reorganisation of the social order resulted into:

- "1. decline in the caste-rigidity,
2. weakening of the hold of traditions and customs,
3. changes in the occupational structure,
4. encouragement to social mobility,
5. breaking down of isolation and self-dependent nature of rural communities, associating them with the urban, national and international economy."

To this may be added a few more important outcomes of the social upheavals. In a city like Delhi, people became more permissive, or rather indifferent to what others are doing. People became more self-centered. With such a variety of people around from different nations, and Indian states, people learnt to live in their own nutshells - permitting the others to have their own way of life - in other words, people became more tolerant and indifferent towards what others are doing.

Another impact is a change in the attitude towards education of women and employment. Women were given greater freedom to work outside their homes, which in turn increased



their mobility and status in the society.

Leaders of the nation decided to have democratic form of government in India. For the first time the government of the people, by the people and for the people was in a position to look into the welfare of its countrymen as a whole. For the first time, Indians thought of self-sufficiency, development and progress of their country as a whole. The result was obvious. Never in the history of India so many changes were introduced as during the past thirty years.

It has been already mentioned that 'education' was used as a tool to bring about the desired social change from an imperialist position to a people's position. Teachers and the teaching profession likewise were profoundly affected by the shift of the stress and direction of education.

Article 45 of the Constitution of India specifically mentions that "the state shall endeavour to provide within a period of ten years from the commencement of the constitution, free and compulsory education for all children until they complete the age of 14 years"<sup>23</sup>.

Universal provision of schooling facilities meant that schools should be available for all children. Report of the First All India Educational Survey<sup>24</sup> recommended that, within a distance of half-a-mile, and a population



of 500 people, there should be at least one primary school; within a distance of three miles and a population of 1,500, there should be one middle school; and within an area of 5 miles and a population of 5,000, there should be at least one Secondary School.

As a result of the above recommendations and the stress on universal education, numerous government, aided and un-aided schools of all shapes, sizes and managements mushroomed all over the country.

The city of Delhi never lagged behind in the race of expansion of education and literacy. It ranks third highest in literacy in comparison to the other states of India. It being a cosmopolitan city, took up the spree of literacy even more enthusiastically than many of the other cities of India. An all out effort was made by all those who could afford, to educate the masses. Such an effort resulted into springing up of various types of schools to cater for the needs of all shades of the society.

Apart from the government, aided, and N.D.M.C. schools, a number of private schools, owned by different businessmen, industrialists, churches, societies, trusts and religious sects, sprang up in different localities of the city. In Delhi, there are various Hindu, Muslim, Christian, Marathi, Panjabi, Khalsa, Bengali, Kannad and Telugu schools. There are exclusively girls schools,





exclusively boys schools, and co-educational schools, There are American schools, British Schools, French and Russian Schools to suit the embassy personnel. Various Central schools have been established by the Ministry of Education to cater for the education of the children of central service officers, who have all-India transferable jobs. There are not only schools for children, but there are schools for adults, night-shift schools, double-shift schools, schools for handicapped people, polytechnics schools and many more other types of schools in Delhi. A recent trend is of opening schools in private bungalows, in private residential localities. Some of them are recognised, while many of them are flourishing even without formal recognition by the Delhi educational authorities. A number of these schools are like teaching shops, consisting of a name-sake principal and two or three other teachers. In Delhi, opening of private schools has become a profitable business for some people. There has been so much expansion of education and there is such a great variety in schools that it is difficult to assess the total number of schools in Delhi.

The stress on the expansion of education, unfortunately coincided with the immediate effects of the mass-mobility of the population due to the partition of the country and the communal riots. A large number of refugees and the uprooted ones with broken homes and loss of one or many



members of the family came to Delhi from Pakistan and the neighbouring states. These people, men, women and children had no means of livelihood, and they were frantically looking for some employment prospects.

Under such conditions, teaching profession provided an ideal solution to the problems of both, - the ones who were looking for jobs, and the ones who were looking for teaching personnel for the numerous new schools of Delhi. It gave philanthropic satisfaction to the employers that they were helping the refugees to settle down, and it gave refugees, the satisfaction of at least securing some means of livelihood. Neither the employers were looking for expert teachers, nor the employees could afford to be choosy about the selection of profession. The refugees had not much choice of occupation. Whatever and wherever they could get some job, they welcomed it. Similarly, for the employers, whoever was available to fill the bill was recruited into the teaching profession. Not much consideration could be given to the quality of the teachers at that time.

The results was, further degeneration of the quality of education and the teaching profession in the early post-independence period of India. Mass mobility and the influx of refugees and immigrants during partition had a profound impact on the occupational and professional



structure of Delhi.

It will be of immense value to briefly examine the educational background of the population which came to Delhi during this period in order to appreciate their influence on the occupational and professional structure of Delhi.

A clear cut sharp line could be drawn between those who came to Delhi on account of partition, and those who came here as a result of the natural process of urbanisation and economic development. For the sake of distinction the former are classified as 'refugees' and the latter as "immigrants".

"Immigrants and refugees were academically better qualified and their literacy percentage was higher than the residents of Delhi in 1947-48"<sup>25</sup>. The following table is an indicator of this.

Table No.3.1

Percentage of literacy among residents of Delhi  
Immigrants and refugees in the year 1947-48

1	2	3	4	5
S.No.	Citizenship status	Males	Females	Total
1.	Residents	49.6%	28.1%	39.5%
2.	Immigrants	59.9%	40.8%	51.2%
3.	Refugees	Not specified	Not specified	60.1%

Source: According to the information collected from  
Rao and Desai: Greater Delhi p.XVII.



The above table makes it clear that literacy was highest amongst refugees. The immigrants, both male and female, had higher literacy percentage than the male and female residents of Delhi.

A plausible explanation of higher rate of literacy among the refugees could be for the bulk of refugees in Delhi nearly 86% - came from urban areas, whereas the immigrants came in nearly equal numbers from rural and urban areas<sup>26</sup>.

In terms of educational standards i.e. matric or higher qualifications, immigrants and refugees (both male and female) fared much better than the residents. The relevant percentage is presented in the following table:.

Table No.3.2\*

Percentage of educated population of Delhi in 1947-48, according to the citizenship status & sex

1	1	3	4	5
S.No.	Citizenship status	Males	Females	Total
1.	Residents	22.5%	11.9%	34.4%
2.	Immigrants	48.8%	21.6%	62.4%
3.	Refugees	39.9%	13.9%	53.8%

\*Source: "Rao and Desai: Greater Delhi, p.XVII."





The above table indicates that the immigrants were academically better qualified than the refugees or the residents. The reason for academic superiority of the immigrants could be that only educated persons could avail of the job opportunities and employment prospects in Delhi. The lesser qualified did not and could not subsist in the structure of Delhi.

The immigrants and refugees brought into Delhi richer human resources. It also is an evidence of the drain of talent from rural areas in view of the fact that nearly 50% of the immigrants came from villages.

Immigrants and refugees brought a significant change in the occupational pattern of Delhi. Due to better education, the immigrants could secure better social status and better jobs. The study of Rao and Desai<sup>25</sup> reveals that "Immigrants occupied superior managerial, administrative, executive, technical and professional positions than the residents and refugees. Average income of immigrants, from work was Rs.180/- per month, whereas of residents and refugees, it was only Rs.156.6/- and Rs.162.8/- per month respectively. Because of their superior education, skill and talent immigrants were economically better off than either residents or refugees. For immigrants, services, manufacture, transport and construction were the major avenues of absorption into the city economy.



Special measures were undertaken by the government of India to rehabilitate the refugees<sup>50</sup>. Better facilities for education, construction of houses, shopping centres, and many other concessions were given to them. Concessions were made in giving employment to the refugees. The unemployment among them fell from 4.4% before migration to 2.1% after migration<sup>51</sup>.

The greater degree of self-reliance and personal efforts on the part of refugees is shown by the fact that 72.7% of them were engaged in the private sector; and that even those who were employees, nearly half or 48.1% were in the service of the private sector. It is also interesting to note that only 4.3% worked as unskilled labourers as against 12.3% from immigrants and 9.7% from residents. Similarly the proportion of refugees employed as peons or chowkidars was only 3.5% as against 9.4% and 5.1% respectively for immigrants and residents. A large majority of the refugees were employed as clerks, typists, petty shop-keepers, shot assistants, and hawkers. Many of them found employment through the establishment of small scale industries of their own.

The above review of the educational and occupational background of the refugees and the immigrants makes it clear that due to their better educational achievements, skill and hard work they managed to overshadow the original



residents of Delhi in all walks of life. Needless to say that due to better educational standards and government's helping attitude, a good number of them were employed in the teaching profession also.

Opening of numerous new schools, government's policy to employ more women teachers, change in the attitude of society towards education of girls and towards employment of women, teaching being respectable and hence acceptable profession for women and women's own efforts to come out of their four walls, combined together resulted into recruitment of more women into the the teaching profession. It is interesting to note that inspite of more boy students and more boys schools, there are more women teachers than male teachers in Delhi (see table Nos 2.1 & 2.2 of Chap.2).

With such a socio-cultural, political and educational background, the scope of mobility in the teaching profession has increased tremendously. Opening of numerous schools in Delhi, not only made it possible for women to enter into teaching profession, but it further enabled them to change the schools according to their choice. The scope of mobility within Delhi schools has increased considerably. Teachers have a greater choice of shifting from one school to another according to their convenience. It has been observed during field work that teachers preferred a government school job than a private school job. As soon



as they get a government job, they leave the private or unaided school job.

They prefer a job in a prestigious school of Delhi than a less prestigious school job. Working in a prestige-out school enhance their self-image and gives them better status in the society, therefore no sooner they get a job in a prestigious school they leave the less prestigious school job.

With such a large number of schools, the possibility of transfers has also increased in Delhi. Delhi being the capital city and seat of government, the possibility of all kinds of pressure groups is even greater in Delhi than any other city. Often the mobility of teachers is also due to such pressure groups.

Better facilities of transport and communication, both public and private, have also helped in increasing the mobility of teachers in Delhi. Sometimes, if the distance between the school and home is too much or if it is not well connected with the regular bus routes, the teachers prefer to change the school in order to avoid inconvenience and wastage of time and energy in waiting or shifting of the buses.

Industrialization, urbanization and modernisation has created many new venues of employment for educated women of Delhi. A young teacher who is in a position to get some other more prestigious job, considers teaching





as a temporary platform, from where she can jump over to get a better job. It was noted during field work that younger teachers below 25 years of age and between 25 to 34 years of age were comparatively more dissatisfied with their job as a teacher than the older ones. The younger teachers could think of changing their profession and of entering into a different profession of their choice, whereas for the older teachers such a possibility was almost nil and hence they expressed no desire to change their job or occupation.

Teachers change their school or profession because of family reasons also. Reasons like father's or husband's transfer, their own marriage, or children's education etc. are important reasons for women teachers for staying into the profession and place, or for leaving it.

Often, teachers get into the teaching profession due to adhoc appointments or some leave vacancy in the schools. Initially they take up such temporary appointments and later on they are often taken into the teaching profession against permanent posts. Meanwhile, if they get a permanent post in any other profession they leave the teaching profession.

The above analysis of the scope of mobility in the teaching profession due to the changed socio-cultural and educational conditions of Delhi suggests that the social



and physical environment of Delhi is ideally suited for the study of different mobility patterns in the teaching profession.

In the following section an attempt has been made to study in detail the various mobility patterns as revealed by the data analysis of the sample.

#### 4. Mobility Patterns in the Sample

Delhi is a cosmopolitan city, where people from all corners of the world and different states of India keep coming and going every minute. Some come here with the intentions of permanently settling down, while rest of them come here on transitory business deals.

Delhi being the capital of India, and seat of the Central government, the "pull factors" work much stronger than the "push factors". The previous section of the chapter has revealed that the population of Delhi has increased many folds in the past thirty years. It consists of a variety of people of all types and from different places.

The sample for the study of the mobility patterns consists of 263 women teachers of the higher secondary schools of Delhi. Table number 3.3 reveals the place of origin of the teachers in the sample.



Table - 3.3Distribution of teachers according to their place of origin

S.No.	Place of origin	Total No.
1.	West Pakistan	58
2.	Delhi	62
3.	U.P.	54
4.	Pan jab	39
5.	Haryana	16
6.	Madhya Pradesh	7
7.	Bengal	6
8.	Himachal Pradesh	3
9.	Maharashtra	3
10.	Tamil Nadu	3
11.	Karnataka	3
12.	Kerala	2
13.	Gujarat	2
14.	Jammu Kashmir	2
15.	Rajasthan	1
16.	Andhra Pradesh	1
17.	Bihar	1
Total		263

The above table reveals that out of a total of 263 only 62 of the teachers originally belong to Delhi, the rest of them i.e. 201 teachers have come to Delhi from different states. A large number of them (58) have come from



Pakistan during the partition of the country in 1947. A good percentage of teachers have come from U.P and Panjab states, their number being 54 and 39 respectively. Apart from these four places there are thirteen other states from where teachers have come to Delhi.

The mobility patterns as revealed by the data analysis are as following:

1. No mobility: Under this pattern of mobility fall those cases who have neither changed their place of work, nor received any promotion in the form of increase in the salary, designation or status.

2. Horizontal mobility: Under this category fall those cases who have changed their place of work, but who have neither received any promotion nor any increase in the salary. In this category fall two types of cases, viz.:

- i) Those who have come to Delhi from a different state, and
- ii) those who have changed schools in Delhi only, without any financial gains or change in the designation.

3. Vertical mobility: Mobility in both the directions . . . i.e. upward and downward was found under this pattern of mobility.

a) Upward Mobility: It refers to those cases in which there is an improvement in either the designation,





status or salary or both. Four different patterns of upward mobility were found in the sample. These patterns are as follows:-

- i) Interprofessional Mobility i.e. change of profession
- ii) From a different state, city or village to the schools of Delhi.
- iii) Within the same school.

b) Downward mobility: Downward mobility also refers to two patterns of mobility viz. -

- i) From a different state, city or village to the schools of Delhi.
- ii) In different schools of Delhi.

There was no case of downward mobility within the same school, and from a different occupation to the teaching profession. Above analysis reveals that in the sample there were altogether nine patterns of mobility.

A further description of each pattern of mobility, along with the distribution of teachers under each pattern will reveal the extent and dimensions of each mobility pattern in the sample. Table No. '3.4' gives the distribution of teachers under each mobility pattern.



Table - 3.4

<sup>1</sup> S.No.	<sup>2</sup> Mobility Pattern	<sup>3</sup> Total No. of cases
1.	Upward inter-professional mobility	4
2.	Upward mobility from different state to Delhi schools	25
3.	Upward mobility within different schools of Delhi	56
4.	Upward mobility within the same school	27
5.	Downward mobility from different state, city or village school to Delhi schools.	13
6.	Downward mobility within different schools of Delhi	2
7.	Horizontal mobility from other state, city or village to Delhi schools	17
8.	Horizontal mobility within different schools of Delhi	31
9.	No mobility cases	88
Total:		263

It is clear from the above table that maximum cases in the sample fall under category nine i.e. no mobility pattern. Second largest number of cases belong to the category three, (56) where teachers have either gained better status due to promotion or received benefits in the salary by changing different schools within Delhi territory. Third largest number of cases (31) fall under



category eighth i.e. horizontal mobility pattern, where there is no financial or status gain, but teachers have changed the schools within Delhi. Minimum cases belong to category six (2), where teachers have changed the schools inspite of lower salary or lower designation.

There are no cases of downward interprofessional mobility and downward mobility within the same school in the sample.

A further analysis of each type of mobility pattern will help in understanding the nature of each pattern and some of the reasons for the existence of the particular mobility pattern in the teaching profession.

#### A. Vertical Mobility

As the term itself suggests this type of mobility indicates either upward or downward movement of either the social or financial status of the teachers. Such a change in the status of the teachers can either come by changing the occupation itself or by some change in the same occupation. Such a change could be for the better or for the worst.

1. Upward Mobility: When the mobility from one profession to another, or from one city, state, or village to another; or within the same city but different places of work; or within the same institution, provides either



better salary, or prestige or designation, it has been called upward mobility in the present study.

When it has lowered the salary, or prestige or designation of the teachers, it has been called downward mobility.

Out of 263 cases studied, only four teachers have come to the teaching profession by leaving their job in other professions. Prior to the teaching profession, they were employed in the Electricity Board, or government hospital, a government office and a post and telegraph office respectively. They left their previous occupation because teaching was comparatively more respectable profession for women than the ones in which they were employed previously; they did not like the office atmosphere; they felt insecure; the insulting behaviour of the senior officers and comparatively lower status of the jobs in which they were employed. By joining teaching profession, they have gained better status and prestige. Their salaries are also better as teachers than their previous salaries. They also preferred teaching profession because it provided convenient working hours; more leisure time and holidays than their previous jobs.

In all the four cases, entering into teaching profession was a change for the better. On the whole they feel more satisfied with their present job and therefore





wish to continue with it. All the four cases in the sample fall under the upward mobility pattern.

There could have been a possibility of downward mobility in the interprofessional mobility pattern, i.e. entering into the teaching profession could have comparatively lowered their social prestige or financial position, but in the present sample there was no such case.

2. A second type of upward mobility pattern was formed by those teachers, who due to one reason or the other have come to Delhi and by getting a job in Delhi schools, they have either improved upon their social status or financial status or both. By getting a job in Delhi schools, they have become either T.G.T., or P.G.T. or have come under selection grade. Prior to coming to Delhi, they were not recognised as T.G.Ts. or P.G.Ts. and hence they were not given prescribed grades.

26 out of 263 teachers belong to this category in the sample. Most common among the reasons for this type of mobility among women teachers is marriage, husband's or father's transfer or one's own transfer from a different city school (as is common in the central schools) to Delhi schools.

3. Third type of upward mobility takes various forms. One of them is formed by those teachers who have moved up on the ladder of professional success either due



to changing schools or due to transfers on promotion in different schools of Delhi. For example, promotion of a teacher as T.G.T. or from T.G.T. to P.G.T. and transfer to some other school within Delhi, represent this type of mobility.

A second variation in this pattern is represented by those teachers who have improved their status by teaching the higher classes. For example, sometimes a primary school teacher is transferred to a higher secondary school and there she is given higher classes to teach. Sometimes teachers themselves leave one school and join another school, where they get an opportunity to teach the higher classes, which is often coupled with higher salary. Teaching the higher classes enhance their status within the school and it also increase their self-esteem, therefore such cases are put under the upward mobility category.

A third variation in this pattern of mobility is represented by those teachers who themselves leave one school and join another because of better prestige, reputation or working facilities of the other school. It has been observed during field work that normally teachers prefer a government school job over a private or un-aided school, because a government school job provides more security, and more benefits than a private school job. Often some of the unaided and private schools do not give



the full pay to the teachers. Pay is settled according to some kind of bargain, settlement or mutual understanding between the teachers and the employing agencies. There is a wide range of possible arrangements in the bargaining in the private or unaided schools. Sometimes there is a difference between the actual pay given and the pay shown on the papers. There is lesser job security in these schools.

There are some exceptions also. Sometimes teachers prefer to stay in a particular school either due to personal attachment to the institution or due to the social prestige associated with being a teacher in a certain school.

Some of the schools are run by various regional and religious sects and associations, like Christian Schools, Catholic Schools, Bengali or Kannad Schools, Khalsa Schools etc. Sometimes, if a teacher happens to be not belonging to the same religion or region, feels out of the place and therefore, wish to change the school.

Often, distance is one of the important reasons why teachers change their school. Too much distance between home and the school create various problems at home and in the school. Sometimes they manage to get themselves transferred to a nearby school or sometimes they leave the job of a far off school and join in one of the nearby school. In so doing sometimes they strike a better bargain,



and get better pay or designation.

Most common instances in this type of mobility are the transfers on promotion cases. Usually at the time of promotion a teacher is transferred from one school to another school within Delhi.

This type of mobility is most visible in the government and aided schools. Out of a total of 263 cases in the sample, 56 fall under this type of mobility pattern.

4. A fourth pattern of upward mobility is most common in the public or unaided schools and the religion based schools. It is also found in government, aided and central schools, but to a lesser degree. In this type, teachers get promotion within the same school. They do not change the school. A teacher, with increase in the seniority and academic achievements, become from an ordinary teacher to T.G.T., P.G.T., Vice-Principal or even a Principal within the same school, depending upon her reputation and performance. It is upward mobility because, even though there is no change in the place of work, there is a change for the better in the designation and the salary. From the sample, 9 teachers belong to this pattern of mobility.

It has been already mentioned above that mobility could be either upward or downwards. When due to whatever reasons, a teacher leaves one place of work and joins another





school not at par with her previous position socially or financially, it is termed as downward mobility.

Downward Mobility: This type of mobility could again be of two types:

5. Downward mobility due to change of place from other city to Delhi or
6. Downward mobility because of change of school within Delhi.

There are a total of 15 cases of downward mobility in the sample. 13 belong to the fifth and 2 to the sixth category of mobility. 13 teachers were either lecturers or P.G.Ts. before coming to Delhi. They have accepted a job in Delhi schools on a lower designation. Only 2 were in the second category i.e. they have changed the school within Delhi on either a lower designation or lower pay.

It is interesting to note here that those teachers who have come to Delhi on a lower designation are not necessarily financial losers also. In fact, in most of the cases, even though lecturers have joined as T.G.Ts. or P.G.Ts. in Delhi, they are financially better off than their previous jobs. In most of the cases the reason for this type of mobility was either marriage or husband's/father's transfer. In all these cases the choice of job was dependent upon the place of work of the husband or father.

In the sixth pattern of mobility i.e. downward mobility within Delhi schools, the main reason for changing the



school was the distance. Teachers prefer to work at a nearby place, even if the pay is less, rather than to go to far-off places for more pay. Too much distance pose various problems for the women teachers at home as well as at the school. There were only two cases of downward mobility of this type in the sample.

### Horizontal Mobility

This type of mobility is rather common in Delhi schools. In this pattern of mobility, there is no change in the designation or status or salary of the teachers. It is only change in the place of work. It could again be of two types.

7. Teachers who have come to Delhi from some other state and joined here on the same terms and conditions of work. There is no change in the designation or the salary. Out of the total 17 teachers belong to this pattern of mobility.

8. Teachers who have changed schools within Delhi, but there is no change in the designation or salary. Out of the total sample, 31 teachers belong to this type of mobility.

The reason for both these types of mobility are generally the same as given above i.e. marriage, transfer of either the husband or father, or teacher's own transfer



from one school to another. In government schools such transfers are very common. Normally, it is governments policy not to let any teacher stay in one school permanently and hence, after every few years, and sometimes even more frequently than that, teachers are transferred from one school of Delhi to another officially.

#### No Mobility:

If mobility is viewed as a continuum from no-mobility state to more mobile state, then 'no-mobility' forms the starting point of the various types of mobility. The measurement of mobility starts from no-mobility state, hence it is an important state in the study of mobility. No study of mobility is possible without taking into consideration the basic starting 'no-mobility' point. For the same reason, it was expected that in the present study also, there will be a few 'no-mobility' cases. But, as it turned out to be, the maximum number under one single pattern (88 cases) belong to no-mobility in the sample.

In this type of mobility fall all those cases in which teachers neither got any promotion nor received any financial increments during their service time. These teachers are still at the same point from which they have started their professional career. The reason for no mobility could be that these teachers never cared to improve upon their academic and professional qualifications since entering



into the profession. They were recruited into the teaching profession when they were needed to fill the posts created by opening of the numerous schools, but now, even when more qualified teachers are available, these teachers could not be thrown out of their positions. Other schools are not willing to take them, and they themselves see no opportunity of employment in any other field, so they are sticking to the same school and same position, inspite of no improvement in their designation and salary.

The above analysis of the sample gives a complete picture of the mobility patterns among the higher secondary school women teachers of Delhi. It was interesting to note, while analysing the data, that majority of the teachers who were not working, before coming to Delhi, have started working within a few years of their stay in Delhi. Socio-economic conditions of Delhi at the time of partition and since then have been such that even those educated women of Delhi who were not working previously, have started working now. The whole trend and the attitude of the people of Delhi has changed since the time of independence. People from the middle and lower middle classes have started thinking in terms of not allowing their daughters and educated women folks sit idle at home. They would welcome women work and be a financial support to the family by either sharing it with parents or with husbands. Gradually





and slowly women are also accepting this norm of the society, and hence their mobility, due to education and other facilities has increased.

The position of women in Delhi is in a flux. On the one hand they have come out of the four walls of home and have started working outside and on the other hand, neither the society, nor this set of workers themselves have liberated themselves from perpetrating norms and values of the society regarding their status vis-a-vis family and home\*. Their society continues to think that the place of woman is her home and her family. The contradiction tells upon her loyalties and commitment both at her home and in profession. It is like riding two horses each giving it own push.

Under such circumstances and conditions, when old values and norms have not disappeared and the new norms are gaining favour, the place of work and woman's mobility pose an important field of study. It is hoped that a study of mobility and commitment will reveal some relevant facts, which will be of sociological significance.

In the present context, it is hoped that a study of the mobility patterns and professional commitment will

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\*Note: The same view-point has been expressed in the unpublished thesis of Asha Shrivastava, Department of Psychology, Saugar University, 1973.



throw light on some relevant facts, which will ultimately help in improving the teaching learning situation and the quality of education as a whole.

The following chapter is devoted to the analysis of the concept of commitment, the indicators of commitment and the measurement of commitment among the women teachers in the sample.



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1. The Concept of Commitment.
2. The Index of Commitment in teaching profession - the positive and negative indicators of commitment.
3. Professional commitment among the teachers in the sample.



## 1. The Concept of Commitment

The concept of commitment has been widely but vaguely used in everyday language. In 1386 Chaucer<sup>1</sup> used this term to denote an action of "entrusting" or giving charge of some responsibility. Since then, this term has been loosely used to denote various forms of actions and attitudes<sup>2</sup>.

In spite of its widespread use, the appearance of the concept of "Commitment" in sociological literature is comparatively recent. Sociologists use it in the analysis of both individual and organizational behaviour. They use it as a descriptive concept to describe forms of action characteristic of particular kinds of people or groups. They use it also as an independent variable to account for certain kinds of behaviour of individuals or groups. They use it in the analysis of a wide variety of phenomena as well e.g. power, religion, occupational recruitment, political behaviour and similar other phenomena. Despite its increased use in all literature, there had been no formal analysis of the concept of commitment and little attempt had been made to integrate it explicitly in current theory of social sciences.

It goes to the credit of Becker (1960), who for the first time tried to analyse the term systematically. Prior to him, the term was used in an adhoc fashion to cover a



whole range of common sense meanings, with predictable ambiguities. Most of the explanations regarding 'commitment' were tautological in nature. Commitment was explained as some unobserved state of actor's psyche (i.e. state of being committed), and that state of mind was explained due to the occurrence of the phenomena of consistency of behaviour. Consistency of behaviour was explained due to commitment. They used commitment synonymously with committed behaviour and thus got into the fallacy of tautology. They explained one phenomena by occurrence of the same and vice-versa.

Becker made an effort to explain the concept of commitment independent of committed behaviour. He has tried to analyse one of the several images evoked by this term and then tried to study the behaviour pattern of such committed people. By observation and analysis of the behaviour pattern of the committed people, he made an attempt to arrive at the basic elements and characteristics involved in the concept of commitment. He has also tried to analyse the conditions under which commitment comes into operation and consequences of it.

Becker (1960)<sup>3</sup> points out that "one of the outstanding characteristics of commitment is the consistency in the lines of behaviour of the committed people". Once, due to whatever reasons, a decision has been taken regarding



a course of action, the committed people stick to that line of action. Such a decision could be taken regarding any ideology, religion, organization, occupation, profession or person. The object of commitment could be any of the above, but expression of commitment to that, is through adherence to a consistent line of behaviour.

The reasons for the adherence to a consistent line of behaviour could be many e.g. it could be due to social sanction and social control. People act consistently because activity of some particular kind is regarded as right or proper in a society or social group. Deviation from the standard is punished or disapproved by the social group. People act consistently, therefore, because it is morally wrong to do otherwise. Thus existence of universally accepted cultural values of a group or society inform and constrain behaviour of its people.

Another reasons given by some psychologists for consistency of behaviour is the stable structure of personal needs. They predicate that all individuals have some stable needs, and people consistently adhere to a particular course of action in order to maximize the possibilities of satisfying them.

Schelling (1956)<sup>4</sup> advocated the theory of 'side-bets' for the consistency of behaviour or commitment. According to him, a committed person has, originally, at the time





of choosing a line of action, from several alternatives, has acted in such a way, as to involve other interests of his, originally extraneous, to the action he is engaged in. Later on, at another point of time, even if he wishes to change his line of action, the consequences will be so expensive that the alternative course of action will not be profitable or feasible. The major elements of commitment involved in such a behaviour are: Firstly, the individual is in a position in which his decision with regard to some particular line of action has consequences for other interests; secondly, he has placed himself in such a position by his own prior actions; and thirdly, the committed person must be aware that he has made the side-bets and that his decision in this case will have ramifications beyond it. The element of recognition of the interests created by one's own prior action is a necessary component of commitment.

Side-bets are not always deliberately made by the person himself. Often the person finds that his involvement in social organizations or adherence to a particular line of action has in effect made side-bets for him and thus constrained his future activities. Side-bets occur in several ways.

One way of side-bets influencing the course of action is the existence of generalized cultural expectations. A person may not change his job, because his



reputation is at stake. If he changes his job, he will be considered not trustworthy. Hence despite of better opportunities he may not leave his present job.

Side-bets are also made for him by the operation of impersonal bureaucratic arrangements, e.g., person who wishes to leave his present job may be unable to do so because by leaving the present job, he will lose considerable sum of money by not getting any pension or perhaps less pension. Thus the pension and other related rules of it, may influence his decision of adhering to his present job.

Side-bets constraining behaviour also come into operation because individuals adjust to social positions. A person may so alter his pattern of activity in the process of conforming to the requirements for one such position that he unfits himself for other positions, e.g. a nursery teacher may refuse to teach senior classes because she has so adjusted her style of teaching the nursery classes that she no more wishes to radically change her style of teaching and start preparing for teaching senior classes all over again. Any change in her style of teaching will need adjustment to new situations and hamper the ease with which she has learnt to handle the nursery classes. Hence she may refuse to teach the senior classes and adhere to her present job position.



Goffman's (1955)<sup>5</sup> analysis of face-to-face interaction is another way in which side-bets are made through operation of social process. He points out that, having once claimed to be a certain kind of person, often it becomes necessary for him to behave in conformity with that image. Thus, people continue to behave in the same manner for the sake of "face-saving". Goffman points out that the rules governing face-to-face interaction are such that others will ordinarily help the individual in preserving the self-image he has been projecting.

Becker's analysis shows that some commitments are made consciously, whereas others arise crecively, the person becomes aware of his commitment, only at some point of change. He seems to have made commitment without realizing it. Becker termed it as "Commitment by default". He points out that it arises through a series of acts, no one of which is crucial time of making a decision to change from original line of action that he becomes conscious of the accumulated strength of the side-bets and hence decides to adhere to the original line of activity. Becker concludes that conscious decisions are responsible for consistency of behaviour. According to him only those decisions which are supported by sizable side-bets will produce consistent behaviour and sustain commitment.

Lastly, but not the least important factor in the



analysis of the elements of commitment is the system of values prevalent in a given society. Different cultures, societies and groups have variant sets of values and hence they have different sets of valuables on which side-bets can be made. Thus, in a society where money is not conventionally valued, profit and loss in terms of money is meaningless. Side-bets could be in the form of time, energy, cash or in kind. A person spends his time, energy and money to achieve a certain goal. All these things are the side-bets which determine his further course of action. Logically therefore, side-bets derive their meaning from the value structure of a given society or culture. An understanding of these value patterns is necessary in order to understand the concept of commitment. The value pattern of a society is one of the most important elements of commitment.

The above analysis makes it clear that "Commitment" is a conscious decision of an individual, supported by side-bets and expressed in the form of consistent line of action or behaviour in a particular value orientation.

As a concept, "Commitment" refers to an objective reality, which exists beyond normal perception. It represents a mental construct of perceived reality. The mental construct or image of a committed person could be different according to one's own perception of reality.





Jean Piage<sup>6</sup> maintains that "causation, spatiality, and temporality in perception brings out many facts of its existence in the minds". Likewise, 'commitment' has been perceived differently by different social thinkers according to the difference in the reference and the context of their study<sup>7-31</sup>. Some social thinkers have studied it as a variable, affecting their universe of study, while others have taken it as a phenomena or a mental-state, affected by other socio-cultural, economic and physical variables.

In the present study, commitment has been viewed from both points of view. It has been pre-supposed that commitment is a state of mind which positively affects the efficiency of teachers as professionals. It has also been studied as a phenomena or mental attitude of the teachers, towards their profession, affected by other variables - particularly, the mobility.

There could be an unending debate regarding such questions as; what is commitment? Or who is a committed person? But to provoke such a debate is not the purpose of the present study. In the present study an effort has been made to give a definitive concept of professional commitment, which will make it possible to precisely refer to some fixed attributes of a professionally committed teacher. It will also suggest, what to look for, in a



professionally committed teacher, for future guidance. To construct such an index of commitment was possible only through inductive perception of professional commitment among teachers. Just as Becker has tried to understand the concept of commitment by analysing one of the several images invoked by the term commitment, in the present study also, an attempt has been made to construct a mental image of an ideally committed teacher. This image does not correspond to any particular individual but it serves the purpose of identifying the indicators of commitment. Through an inductive study of imaginary committed teachers, some indicators of commitment are identified, which constitutes the index of commitment in the present study. Construction of an index of commitment was considered of further utility in measuring the level of professional commitment among teachers, and deducing whether or not any particular teacher is professionally committed.

It has been presupposed that a committed teacher is an asset to the school as well as to the teaching profession as a whole; that she will have several qualities which will improve the quality of education as such. A teacher who possesses more or less of these qualities is accordingly graded as more or less committed teacher professionally. It is difficult to describe a committed teacher in one word or in one sentence, but generally



speaking, in the present study the concept of professionally committed teacher represents, a teacher who is aware of the demands of her profession; one who is sincere in discharging her duties as a teacher; who works in confirmation to the aims and objectives of education; who has in heart, the welfare and progress of the children and the nation as a whole; one who is competent in her subject and makes constant efforts to improve academically and professionally; who understands the problems and psychology of her students and one who makes conscious efforts to achieve the goals of good education, is considered a committed teacher.

There could also be several other images of a committed teacher depending upon the perception of an ideally committed teacher, of different thinkers, but for the purpose of constructing an index of commitment, a set of 25 qualities was considered enough to account for professional commitment of the teachers.

The possession or non-possession of these qualities is indicated by the behaviour, actions and performance of the teachers. Expression of these qualities, through behaviour, has been termed as indicators of commitment. Following section is a brief review of the indicators of commitment as represented in the index of commitment.



## 2. The Index of Commitment in Teaching Profession

The index of commitment to teaching profession according to the study undertaken consists of two types of indicators of commitment, viz., the positive indicators and the negative indicators.

### 1. The positive indicators of commitment

Positive indicators of commitment are the expression of those qualities of a teacher, the possession of which indicate professional commitment. Not only possession of certain qualities but expression of teacher's love for the children, the teaching subject, the institution, and the profession as a whole, are also positive indicators of commitment to the profession. Teaching profession does not imply teaching only, it also includes all the other things associated with teaching. Each of them shall be taken one by one.

The first concern of a committed teacher is the welfare and education of her students. She is aware of her share of responsibility towards the whole-some development of the personality of her students. She tries to inculcate self-confidence, patriotism, faculty of critical judgement and creativity among her students. She takes note of the physical and mental limitations, and the emotional make-up of her students, and plans her teaching accordingly. She has an estimate of the level of receptivity of





her students and their individual problems. She makes an extra effort to deal with their individual problems. She has a good understanding of child psychology and she applied it for the benefit of the students. She deals with students with unlimited patience and sympathy. She is tactful and is a resourceful teacher.

Not only the students, but the subject that she is teaching is also important to her. She likes the subject and tries to keep abreast with the latest information about it. A good understanding of the subject enables her to do justice with each topic of the syllabus. A committed teacher has a sense of proper distribution of time for each topic and she is able to finish the entire prescribed course in the given time. She is able to produce good results.

A committed teacher is able to control the class and maintain proper discipline in the class. She commands respect from her students. Students obey her not because of the fear of punishment, but because of their respect for her. She is judicial in giving reward and punishment, praise and blame.

She makes constant efforts to improve her own professional competence. She is aware of the latest information about the subject and the methods of teaching it. She makes experiments of her own in order to find out



the best method of teaching and imparting knowledge. She makes extra efforts to make her teaching effective and interesting.

A committed teacher also shows concern for the institution as a whole. Her concern over general neatness and cleanliness of the school building, its reputation, formulation of sound traditions etc., are all positive indicators of commitment to teaching profession. She takes interest in the proper organization of school activities, cultural programmes, sports, debates, inter-school competitions, excursions and picnics etc.

She is aware of the social, political, national and international problems of the country. Her awareness of the world situation helps her to impart education in reference to the national and international conditions of the times.

A committed teacher is also co-operative. She is able to establish good-rapport with the students, staff, the principal and the parents. She understands that their cooperation is in the interest of the students.

A committed teacher is a sincere worker. She performs her duties not for the sake of show or for fear of the boss. She is aware of her duties and responsibilities and she discharges them without fear of supervision or control. She possesses strong character and works with



determination. She is a systematic worker. She has the qualities of punctuality and regularity.

Above all, a committed teacher derives satisfaction and pleasure from doing her job to the best of her capacity. She does not consider her job as a necessary burden. She gets a feeling of fulfilment and satisfaction by performing her duties as a teacher. She would not like to change her profession for the sake of petty gains and comforts. She is a willing worker and an asset to the school.

## 2. The Negative indicators of commitment

Professional commitment does not only consists in what a teacher is willing to do for her profession, but it is also indicated by what a teacher is prepared to sacrifice for the sake of her profession. Self denial or not-doing of certain things also indicate commitment.

It is observed that often committed teachers sacrifice their time, energy and money for the sake of their profession. They deny themselves the leisure time in which they could take rest and relax. They spend more time with the students or for the sake of other school responsibilities, by either coming earlier to the school or by staying in the school even after the school hours. Spending more time for the sake of professional responsibilities taxes on their own leisure time and energy. If need be, they even work on Sundays and holidays. In



discharging school responsibilities, often they have to spend their own money. They buy relevant books magazines and teaching aids on their own expense, so that these things may prove useful for her students.

Often it is seen that her own children and family members suffer from lack of attention because of her commitment to her profession. Though sacrifices made by the family members of the committed teachers fall outside the scope of present study; it was so apparent that a committed teacher heavily depends on the basic understanding and co-operation of her family members, that it is relevant and worth-mentioning over here. A committed teacher usually neglects her own comforts and needs, on the strength of the extra support of her family members. Sometimes when this basic understanding, support and co-operation is missing, the task of a committed teacher becomes even more difficult. She has to struggle even harder to excell in her profession, as well as in keeping her family members happy. Task of a committed teacher is very demanding. She cannot altogether afford to neglect her family, nor it is needed every time. Often, the comforts of staying at home are sacrificed for the sake of professional demands.

A less committed teacher also performs her role as a teacher and does all the things that are required from a teacher, but she does not make extra efforts to excell in her work. She does just enough so that she is not singled





out for not doing certain things. Often some teachers do certain things just for the sake of face, saving or when the principal or some other senior is watching. In contrast to these teachers, a committed teacher performs her duties for her own satisfaction and welfare of the students. Thus there is a difference in the quality of performance of a committed and a less committed teacher. She makes sacrifices, not because some body else has asked her to do that, but because doing her duties as a teacher to the maximum of her capacity gives her satisfaction and happiness.

For the same reason she neither likes to grumble about everything or criticise everybody else. She does not have time and wish to waste her time in futile gossips and criticisms.

Many more indicators of commitment could be added to the list of <sup>the above</sup> positive and negative indicators of commitment, but following 25 points were considered enough to measure the professional commitment of the teachers. The indicators used for measuring the professional commitments of the teachers in the sample are given in the index of commitment. The main source of information regarding professional commitment of the teachers was the questionnaire. Section three of the questionnaire consists of the various questions which were to help in assessing the



professional commitment of the teachers. Apart from the section three, information regarding their academic and professional qualifications, their job satisfaction, intention of staying into the teaching profession or changing it, etc., were collected through the questions in the other sections of the questionnaire.

### The Index of Commitment in Teaching Profession

S.No.	Positive Indicators	Negative Indicators
1.	Awareness of the duties of a teacher	1. Refusal to take up more gainful job or occupation.
2.	Academic competence and will to improve upon it.	2. Sacrifice of one's own leisure time.
3.	Awareness of the latest methods of teaching, i.e. professional competence and will to improve upon it.	3. Sacrifice of money.
4.	Understanding of the child psychology.	4. Minimization of one's own needs
5.	Interest in the whole some development of the personality of the students.	5. Neglect of one's own family.
6.	Patience to and sympathy with the students.	6. Control over one's temper
7.	Tactfulness and Resourcefulness.	7. Sacrifice of one's own pleasures.
8.	Punctuality and regularity.	8. Less critical of others
9.	Sincerity	
10.	An idea of the management of time in order to cover the syllabus and do justice to each topic.	



S.No.	Positive Indicators	Negative Indicators
11.	Able to control the class and maintain discipline. Commanding respect from the students.	
12.	Making efforts to keep in touch with the parents for the benefit of the students.	
13.	Helping in administrative work.	
14.	Helping in organizing co-curricular activities.	
15.	Job satisfaction and feeling of pleasure in performing one's role as a teacher.	
16.	Will to continue in the teaching profession.	
17.	A dependable and willing worker. A person with strong character.	

There are 17 positive and 8 negative indicators of commitment in the index of commitment in the teaching profession. On the continuum of this index, the commitment of the teachers in the sample was measured. One point was given for each of the indicator of commitment in the index. Teachers, who secured more points were considered more committed to their profession, in comparison to the ones who secured lesser points on the continuum.

It was anticipated that information collected through the questionnaire may not always be dependable.



To overcome this limitation of the questionnaire, and to make better assessment of the professional commitment of the teachers, it was considered necessary to interview the committed teachers, principals of the various sample schools and the students of the committed teachers. Researcher's personal observations and the diary also helped in the final assessment of the professional commitment of the teachers. Interviewing the principals and the students also helped in understanding their point of view and their criteria of a committed teacher.

The following section reveals the degree of professional commitment of the women teachers in the sample.

### 3. Professional Commitment among the Teachers in the Sample

Primary sorting and categorization of the teachers in the sample was done after the preliminary analysis of the data collected through the questionnaire. The teachers were grouped into four categories according to the level of their commitment to the teaching profession. These categories were as follows:-

- |                             |  |
|-----------------------------|--|
| 1. Most committed teachers: | Those who secured above 20 points.         |
| 2. Committed teachers :     | Those who secured between 16 to 20 points  |
| 3. Less committed teacher : | Those who secured between 11 to 15 points. |
| 4. Least committed teacher: | Those who secured between 6 to 10 points.  |





There was no teacher in the sample who secured less than 6 points and hence it was considered unnecessary to mention each time another category of teachers who secured between 1 to 5 points. Throughout the data analysis and tables, the fifth category of teachers, who could have secured less than 6 points has not been mentioned.

Through data analysis and allotment of points according to the possession or non-possession of the 25 points mentioned in the index of professional commitment, the teachers are divided under the above mentioned four categories. The distribution of teachers according to their level of professional commitment is given in Table Number 4.1 .

Teachers belonging to the category one and two (i.e. 9 & 56 respectively and altogether 65) are considered committed teachers; their standard of teaching is upto the mark of good teachers. These teachers have taken their profession seriously and are devoted to the cause of education and their profession.

Teachers belonging to the categories three and four (i.e. 180 and 18, respectively and altogether 198), are considered not committed teachers. These teachers are not doing their job to the expectations of their profession.



Table No. 4.1

Distribution of teachers according to their level of professional commitment in different types of schools of Delhi, management-wise.

1	2	3					4
S.No	Level of professional commitment	£					Total
		Govt	Aided	Central	Pub- lic	Rural	
		1	2	3	4	5	
1.	Most committed (21 to 25 points)	3	1	2	2	1	9 (3.4%)
2.	Committed (16 to 20 points)	21	14	10	7	4	56 (21.3%)
3.	Loss committed (11 to 15 points)	84	54	15	16	11	180 (68.4%)
4.	Least committed (6 to 10 points)	7	6	1	2	2	18 (6.8%)
5.	Total	115	75	28	27	18	263

According to the table given above, the number of teachers in each category is as follows:-

- i) Most committed teachers      9 or 3.4%
- ii) Committed teachers          56 or 21.3%
- iii) Less committed teachers      180 or 68.4%
- iv) Least committed teachers      18 or 6.8%



It is clear from the above table that maximum number of teachers i.e. 180 or 68.4% of them fall in the third category of less committed teachers. There are only 18 or 6.8% of them who come under category, 4 i.e. of least committed teachers. There are 56 or 21.3% of the teachers who secured between 16 to 20 points, and can be put under category 2, i.e. of committed teachers. There are only 9 or 3.4% of the teachers who secured more than 20 points. These are classified as the most committed teachers.

According to the above table 73.1% of the government schools, 72% of the aided schools and 61.1% of the rural school teachers belong to the category 3 of less committed teachers. Less committed and least committed teachers are minimum in the Central Schools. Most of the Central School teachers belong to category two and one. Maximum number of category one teachers i.e. 7.4% belong to the public schools. In comparison to the public schools, the government, aided and rural schools have only 2.6%, 1.3% and 3.4% respectively of the category one teachers.

The above table also suggests that most of the government, aided and rural school teachers are not committed to their profession. In comparison to them, the central school and public school teachers are more committed to their job. By and large, majority of the teachers i.e. 198 or 75.2% do not score for the committed teachers. Only



65 or 24.8% of the total teachers in the sample rank among the committed teachers.

One plausible explanation for such a large number of uncommitted teachers in the profession could be, that till very recently, it was easy to get into this profession as compared to many of the other professions. Even without adequate qualifications and professional training, one could get into this profession. Till recently, there were no standards laid down for teachers in the schools. A middle school pass person could teach primary class children, and a matriculate could teach the middle class students and so on. Therefore the quality of education and teachers was very low. The teachers did not have the broad perspective which is necessary to be able to impart whole-some education.

Most of the women teachers have not entered into the profession because of the love for teaching. They work mostly for supplementing their family income. Teaching profession provided an avenue of earning something, without going in for higher education and professional training. Higher education involve further expense. The four major socio-political upheavals, in the form of partition of the country in 1947, war with China in 1962, war with Pakistan in 1965 and war with Bangladesh in 1971, resulted into phenomenal increase in the cost of living. The population





of Delhi, which was already hardpressed with money, found a comparatively easy excess to supplement the family income from the teaching profession. Thus the motive of joining teaching profession was not love for the profession, but the necessity to supplement the family income.

One essential ingredient of commitment, as has been pointed out in the previous section is, conscious decision of the individual to take up a certain line of action. In case of women teachers, till very recently, there was no choice of professions to choose from. They had not to choose between two or more professions; for them there was no choice. They could either be teachers or failing which, there was nothing else for them. On an average teaching profession was the only respectable profession open to the middle class educated women. Other socially approved profession for women was medical. But medical training is expensive and could not be pursued by most of the average middle class women. The profession of nurses, which also involve less expenditure for professional training, does not enjoy social approval. Therefore, under normal circumstances, teaching profession was the only profession available to the educated middle class women.

Till very recently (1975) the salaries of school teachers were very low. It could not provide sufficient incentive to the highly qualified and brilliant students



to join teaching profession. The mediocre students, with poor academic and professional records found their way to teaching profession. It is only recently, i.e. since 1975 that grades of the school teachers have slightly improved in Delhi, and some of the young teachers have joined this profession without economic pressures or compulsions. They have chosen teaching profession as their first choice.

Another reason for fewer committed teachers could be traced to the basic image of a teacher in the society. Due to the poor remunerations, neither the society nor the teacher herself have a high image of a teacher. If a society has high expectations and it looks upon the teacher as a highly respectable person, and if a person is proud to be a teacher, it effects her performance. In the modern society, till today, a teacher is respected for the name-sake only. For all practical purposes, the status of a school teacher is rather low. Even the teachers themselves do not think much of their profession and they have ranked it as a low status profession. Out of a total of 263 teachers in the sample, 168 have rated teaching as a low status profession. They do not want their sons and daughters to take-up this profession - at least not the school teaching.

The work-load of an average school teacher has increased considerably because of the increase in the



enrolment of girls in school. "The expansion of secondary education in the last two decades has been phenomenal. It surpassed even the targets of development envisaged under the three Five Year Plans. The total enrolment in classes IX, X and XI in 1949 was 1.05 million. It rose to 1.18 million or 5.2 percent in 1950-51, 1.86 million or 9.4% in 1955-56. to 3.14 million or 11.3% in 1960-61; to 5.24 million or 17.8% in 1965-66, . . . This impressive expansion of education at the Secondary stage is mainly due to : (1) the extension of facilities of education at the elementary stage, especially in the rural areas, (2) the general awakening among the backward sections of the population and their realization of the need to send their children, particularly girls, to secondary schools (3) the extension of facilities for secondary education in the rural areas and (4) liberal free-concessions given to girls and pupils belonging to socially and economically backward communities"<sup>32</sup>.

The percentage of girls education is not so bright - but still in the last 30 years in India it has increased by 23.4%. In the Union Territory of Delhi, during the year 1978-79, when the field work for the present study was done, the total number of students in Delhi was 1136900\*. Out of it 503800 were boys students and 633100 were girl students. At the secondary stage the total

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\*All the statistics given in this paragraph is obtained from the Directorate of Education Research & Development Division, Old Secretariat, Delhi.



number of students was 221100. Out of these 96900 were girl students and 124200 were boy students. Total number of teachers in Delhi in 1978-79 was 42,523. The ratio of students and teachers in Delhi schools is 27:1, i.e. on an average there is one teacher for twenty seven children in Delhi schools. On an average, a school teacher takes 30 to 35 classes per week. The correction work has increased due to increase in the total number of students in each class. The teachers are supposed to help in the organisation of extra-curricular activities of the school. Emphasis on practical work and introduction of new courses and subjects have also increased their work load. On the top of all this, in many schools, the teachers are required to do clerical work, like keeping of records and files, collection of fees etc., and do other administrative work as well. With so much of workload, normally teachers remain mentally, physically, and psychologically tired to be able to do full justice to their profession. Even during their one or two free periods in a day, they remain busy in correcting the note-books of the students. Often they have to stay back in the school even after the working hours to finish correction work or to organize the other school activities. They find their professional training and norms of teaching, which they learnt during their training period, unrealistic in practical routine class-room teaching. They say that if they start teaching in accordance with the norms





of training colleges, they will never be able to complete the course.

Introduction of new courses, change of syllabus, stress on practical training, and a new approach to education as such have a negative effect on the teachers. The teachers generally find it difficult to keep pace with the ever-changing syllabus, introduction of new topics and methods of teaching. They are expected to teach the topics which they themselves have never read. What they studied at their undergraduate and post-graduate stage is taught in the higher secondary classes these days. Therefore, there is a psychological block to suggest to them that the standard of higher secondary education has become too high and there is no use in wrecking one's brain, time and energy to teach the topics which are beyond the understanding level of the students. Whatever truth there is in such a belief, it definitely helps them in covering their own weaknesses in the subject, and in providing a rationalization for not supplementing the text-book knowledge with their own extra-reading and extra-efforts.

The teacher-taught ratio is increasing everyday. Average teacher taught ratio in Delhi schools is 1:27, but in most of the schools it is even more. It is beyond the capacity of an average teacher to cope up with a class of 40 to 50 children. They cannot pay attention to the



individual needs and problems of different students.

One of the plausible explanation for the non-commitment of the government, aided and rural school teachers could be the quality of students they get to teach and the poor working conditions in the schools. These schools are expected to give admission to each and every school going age child. They cannot normally refuse to give admission to any child. For this reason, some of the mentally retarded and physically weak children also get admission in the government, aided and rural schools. Such children actually need special schools and special courses, but due to scarcity of such special schools and lack of awareness of the presence of such schools, many of the handicapped children are put in the government schools. A good number of government, aided and rural school children are first-generation learners. Their parents or guardians are not themselves educated and hence not in a position to help the children in their studies at home. With such children the teachers also do not feel much inclined to work hard. Their aim remains to some-how finish the prescribed course and teach enough so that the students are able to get through the examinations. In contrast to the government schools, in public and central schools, children are admitted after due written and oral selection tests and scrutiny of the family background. These schools are very



careful about choosing the students. Normally, the students of public and central schools have better facilities at home and in the school for education. With physically and mentally alert children and better family background and school facilities, the teachers also feel more inclined to work harder. Their efforts and hardwork is often supported and rewarded by the co-operation and concern of the parents and the principal. Teaching intelligent and alert children is in itself a challenge. Working extra-hand with the children, and if they respond to their efforts favourably and show good results, then, their outstanding performance is in itself, an ample reward and a big incentive to the teachers. It is not suggested at all that the public school students and teachers are all good and committed or that the government school teachers and students are all not committed or not good. There are certainly many bright students in the government, aided and rural schools, or mediocre students in the public schools but there percentage in the respective schools is much less. This point has been brought into the light only to suggest that the government school teachers are faced with a majority of mediocre students, who do not provide much incentive and challenge to the teachers, whereas the public school students and parents provide comparatively more challenge and incentive to the teachers. The working conditions and facilities in public and central schools are also better than the



other three types of schools, managementwise. During field work it was noticed that in many of the government schools, even the basic necessities of formal system of education are missing. In many government or aided schools, there is no proper seating arrangement for the children. Often there is no arrangement for tables and chairs for the students. They sit on the floor, and even on floor, sometimes no dari or patti is provided. Sometimes there are no benches to put their notebooks for writing. They just keep their note-books on their laps and write. Even blackboards, dustors and other material aids like charts and maps etc. are not enough in the school and sometimes teachers have to do even without them. Proper games fields, good building and good ventilation etc. are totally absent in many of the schools which are located in the heart of the city.

Whatever the merits of double-shift system may be, in most of the government schools, it is very much resented by principles, teachers and students of the girls' school shift. They have to be extra conscious about each single item of their school so that it is not destroyed, stolen or damaged by the next shift students. They have to waste quite sometime each day in putting away their things under lock and key. Proper co-ordination and mutual understanding between the principals and staff members of the two shifts is exceptional than a rule in most of the double-shift





schools. Mostly they blame and criticise the other shift students for the damages.

Inspite of poor working conditions and overwork, women teachers feel more or less satisfied with their job and wish to continue in the teaching profession. 212 out of 263 teachers in the sample have expressed their desire to continue in the same profession. There are various other reasons, like convenient working hours, and more holidays, etc. which encourage women to continue in the teaching profession. For a majority of them, it may not be possible to secure equally good or better job, and therefore they wish to continue in their present profession.

During the field work and interviews with the teachers, it was revealed that commitment to one's profession is a cultivated attitude. There are not many born-teachers. Most of the teachers become committed due to the various side-bets. In majority of the cases, commitment to the profession, especially, in case of the women teachers, is what Becker termed as commitment-by-default. There are various other factors which add up to the commitment of teachers to the teaching profession.

One of the important factors, as revealed during the interviews with the committed teachers is the family influence. How a person takes his or her profession largely depends upon what a person learns to take it as.



Most of the committed teachers said that they have learnt to take their profession seriously from their father, mother or some other family member. Some of the moral and social values and habits of sincerity, punctuality and regularity are imbibed into the personality of the individuals due to family influences, and social conditions. How seriously she takes her profession is dependent on the attitude she has developed towards her profession in her childhood and adolescence. Habit of doing hard work, and to the best of one's capacity, is a cultivated attitude. Those teachers who have developed such an attitude towards their profession, usually show better results and are more committed to their profession.

How well is a teacher professionally trained to take up teaching profession, is another factor, which influences her commitment to the profession. One who is professionally trained in the skill of teaching, will be in a better position to do justice to her profession, and get satisfaction out of it.

The working conditions are equally important in influencing the professional commitment of the teachers. No matter how seriously and earnestly a teacher takes her profession, if the working conditions are adverse, they are bound to have negative influence on the commitment of the teachers and will affect her efficiency adversely. In



case of women teachers, because of their dual responsibility of home and profession, the place of work and their mobility is also an important factor in influencing their commitment to the profession.

The main stress of the present research is to find out firstly, whether a co-relation exists between mobility and commitment of the women teachers at all, and secondly, to find out which of the mobility patterns are conducive to professional commitment and which are a hindrance to it.

In the following chapter an effort has been made to compare each of the mobility patterns with the level of professional commitment in order to find out an optimum mobility pattern to improve the teaching learning situation and the quality of education as a whole.



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## CHAPTER - FIVE

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### CORRELATION BETWEEN MOBILITY

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### AND PROFESSIONAL COMMITMENT

~~AND PROFESSIONAL COMMITMENT~~





### Corelation Between Mobility and Professional Commitment

Even till today, the educated woman of India is oscillating between two opposing viewpoints, regarding status, role and her position in the society.

One viewpoint is, that being a mother, she is physically, emotionally and psychologically best suited to look after the needs and welfare of her children. It is argued that "outside the home, where lies her primary role, she has no part, or very little part to play and even if there is anything, it is definitely secondary and subject to the demands and exigencies of her role within the home"<sup>1</sup>.

Her primary duty is to bring up her children properly and to look after the needs and welfare of her husband and the entire household. Only when a woman provides a congenial home, the man is able to discharge his professional duties efficiently and effectively. By general consensus, it is agreed, and more so in India, where only a few remain unmarried, that the upbringing of the children and care of the family members is primary duty and function of woman and, normally, under no circumstances, should be neglected. Hitherto, it was only the women of the working classes and of rural areas, who shouldered the responsibilities along with the men, of providing for the family, while the others, who belonged to the middle or upper classes and



within urban areas, continued their activities in their homes, and it was considered the only and proper vocation for women. Even today, the society as a whole and the women themselves feel that if they take up employment seriously, there is every possibility of an undesirable situation arising in which they might not be able to give the required attention to either their children and home or to the professional duties.

The other viewpoint is, that "home is no special responsibility of woman only. If she is a companion of man, the companionship obviously cannot end at the precincts of the home. It definitely extends to the wider fields of life, in all its stresses and strains, in all its joys and sorrows, in the factory and on the farm, in the shop as well as in the office"<sup>2</sup>. Therefore, women should have open to them, all avenues to life which are open to men. In the second viewpoint, the emphasis is on equality and sharing of the responsibilities, both at home as well as outside the home.

Traditionally also, the concept of sharing the responsibilities was present, but it was divided between the home, and outside-the-home, activities. Women's domain was inside the home and men's domain was outside the house. Even till now, by and large, the main bread winner of the family is the male member while woman looks after the house-



hold chores and responsibilities. Man provides the financial support to the family by earning wages through work outside the house, while woman looks after the proper management of the household within the home. Normally, even now, most women in India, prefer to occupy themselves with their homes and they take up jobs outside the home only when compelled to do so by circumstances.

In the changing economy of today, it has become increasingly necessary for educated women in big cities like Delhi, to take up suitable employment and earn a living. A bulk of families have an income which is far below what is compatible with minimum standards of living. The average per capita; per annum income of people in India is Rs.275 only<sup>3</sup>. With the spread of education these minimum standards are rising, along with the cost of living and the field of what may be regarded as the 'necessities of life'. The aspiration level of men, women and children everywhere is on increase. More variety of things are available in the markets today, and more things are wanted by the people. It was observed during field work that the children of a majority of the teachers, go to public schools, which often involve disproportionate expenditure on one single item of education. People aspire for better food, clothing and housing facilities for their families. It is likely that higher expenditure on individual items is due to the breaking up of the joint family system in the cities. In the joint



family system it was difficult for parents to have their way in the matters of their own children and family. Increased standards and the cost of living, and increase in the wants and aspirations of the people, has made it even more difficult for the people to live with one source of family income. It is difficult, therefore, for the educated women, to whom the opportunities are also available, to remain silent and aloof without making whatever contribution they can, to the family income, and give better comforts to her family. The following two tables give a comparison of the income of the women teachers and the male members of their family:

Table No.5.1

Income of the Women Teachers in the sample according to the types of schools, managementwise.

S.No. Income group	Type of schools managementwise					Total
	Govt.	Aided	Cent- ral	Pub lic	Roral	
1. 501-750	8	16	6	8	3	41 (15.6%)
2. 751-1000	28	11	16	17	9	81 (30.8%)
3. 1001-1250	56	34	5	2	5	102 (38.8%)
4. 1251-1500	11	10	0	0	1	22 (8.4%)
5. Above 1500	9	3	1	0	1	13 (4.9%)





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6. No reply	3	1	0	0	0	4 (1.5%)
7. Total	115	75	28	27	18	

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N.B.: Figures in the brackets show percentage in each category.

The above data makes it clear that:

- i) 102 teachers earn between Rs.1000 and Rs.1250 p.m.
- ii) 81 teachers earn between Rs.750 and Rs.1000 p.m.
- iii) 13 teachers earn above Rs.1500.

Table No.5.2

Income of the spouse or the guardians of the women teachers in the sample, according to the type of schools, managementwise.

S.No.	Income Group	Types of schools managementwise					Total
		Govt.	Aided	Cent ral	Pub lic	Rural	
1.	501-750	24	11	4	8	4	51 (19.4%)
2.	751-1000	75	47	22	7	10	160 (60.8%)
3.	1001-1250	3	4	0	1	3	11 (4.2%)
4.	1251-1500	10	6	2	1	1	20 (7.6%)
5.	Above 1500	1	4	0	0	0	5 (1.9%)
6.	No reply	3	3	0	0	0	6 (2.3%)
7.	Total	115	75	28	27	18	263

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N.B.: Figures in the brackets show the percentage in each category.

The above data reveals that:

- i) 160 spouse earn between Rs.750 and 1000
- ii) 51 spouse earn between Rs.501 and 750.
- iii) 5 spouse earn above Rs.1500.



Comparison of table numbers 5.1 and 5.2 reveals that women teachers are in fact earning more than the male members of their family. According to table number 5.1, maximum number of teachers, i.e. 102, out of 263 or 38.8% fall under category 3 of the income group. It means that the income of 102 teachers is between Rs.1000/- to Rs.1250/- per month. In comparison to them, the maximum number of cases, i.e., 160 out of 263 or 60.8% of the cases in table number 5.2, (i.e. income of the spouse or the guardians), fall under category 2. of the income group. It means that the income of the husbands, fathers or the guardians of the women teachers is between Rs.750/- to Rs.1000/- per month.

The comparison of the two tables suggest that on an average, women teachers are earning more than the male members of their family, or at least, their contribution to the family income is equal to the male members. By entering into teaching profession, the women teachers of Delhi have almost doubled their family income.

Under such circumstances, when home and children are still her primary responsibility and working outside the home - a necessity, the question of woman's place of work and choice of profession becomes even more important. In addition to her family commitments, she is expected to equally share the responsibilities of her profession. Every working woman faces the problems of duality of commitments and loyalties.



For women, teaching profession provides a happy solution. Not only that women are in demand in teaching profession, but it is women also, who wish to join this profession in comparison to many of the other professions. There are various points in favour of teaching profession. A few amongst them are: that this profession provides convenient working hours; fewer working hours, more holidays; it is a respectable and socially approved profession for women, women are temperamentally better suited for this profession and that with extra hard work, she is able to look after the household as well as the professional responsibilities.

A study carried out by the Y.W.C.A. of India has revealed that "Teaching is by far the predominant single area of employment for women. In 1966, it provided employment to as much as three-fourths of all educated and trained women. Within the profession, primary school teaching accounted for about 70 percent of the teachers, followed, at some distance, by secondary school teaching (20 percent). Not only is teaching the most important existing profession for women; it is also likely to grow in importance. In fact within the short span of three years, 1963 to 1966, from two thirds of all professional employment for women, it has come to account for three-fourths"<sup>4</sup>. Such is the growing popularity of teaching



profession among the women professionals.

A working woman not only faces the problems of dual commitment and double the work, but she is also exposed to <sup>more</sup> even hazards of working outside the home than man. There is an increasing danger to personal safety of women living alone or moving about alone. It is likely to prove a serious deterrent to the practice of self-reliance, independent vocation and free movement of women. At many places women are unable to practice their calling as teachers, doctors and nurses without fear of harassment. No early improvement can be expected in these matters in view of the deterioration in law and order and the tendency of some political parties to give asylum to anti-social elements for their own ends.

Even with these limitations and conditions of work, however, the percentage of working women is increasing day by day. It suggests that incentives and imperatives for working are stronger than the deterrents for the educated woman of today and it is due to their own sheer determination and courage that they are able to continue in their professional activities.

The above review of the conflict of the old and new norms and values of society, the dilemma of commitment, and the adverse conditions of work, clearly brings out the position of working women in Delhi. With this background in mind, the position of women teachers with regard to their





Table No. 5.3

Mobility Patterns and Professional Commitment  
of the teachers in the sample.

S.No.	Level of commitment	The mobility patterns				Total
		Upward	Downward	Horizon tal.	No Mobility	
1.	Most Committed	8 (88.8%)	0	1 (11.1%)	0	9
2.	Committed	37 (66%)	3 (18.7%)	8 (14.4%)	8 (14.2%)	56
3.	Less Committed	62 (34.4%)	11 (6.1%)	35 (19.4%)	72 (40%)	180
4.	Least Committed	5 (27.7%)	1 (5.5%)	4 (22.2%)	8 (44.4%)	18
5.	Total	112	15	48	88 (88.3%)	263
		175 = 66.5%				

The above table makes it clear that:

- i) Maximum number i.e. 88.8% of the most committed teachers, and 66% of the committed teachers fall under upward mobility pattern.
- ii) Maximum number i.e. 40% of the less committed and 44.4% of the least committed teachers fall under no-mobility pattern.



of the teachers, the mobility of the second and third category teachers is less. Out of a total of 196 teachers only 118 teachers or 59.5% of teachers have experienced any mobility and the rest i.e. 80 or 40.4% fall under no-mobility pattern. These figures suggest that the category three and four teachers are less mobile as compared to the category one and two teachers. Thus the hypotheses that there is a correlation between mobility and commitment and that mobility is positively co-related with commitment are true. The above table has made it clear that the committed teachers are more mobile than the lesser committed teachers. No mobility or stagnation has resulted in lesser commitment and stagnation. There is no case of category one in the fourth pattern of mobility. Maximum number of category one and two (most committed and committed respectively) teachers belong to upward mobility pattern.

In contrast to this, the maximum number of less committed teachers i.e. (72 or 40%) and the least committed teachers (18 or 44.4%), fall under the no-mobility pattern. This indicates that no-mobility adversely affect professional commitment of teachers and upward mobility is conducive to commitment.

Out of a total of 48 cases of horizontal mobility, 39 belong to category three and four, suggesting that horizontal mobility is also negatively co-related with



professional commitment.

Out of a total of 15 cases of downward mobility, 12 belong to category three and four of less-committed and least committed teachers, suggesting that downward mobility is also not conducive to commitment.

In case of the category one and two teachers, most of them, i.e. 8, out of 9 in the first category, and 37 out of 56, in the second category belong to upward mobility. It suggests that upward mobility is conducive to commitment, and positively correlated with it.

A further analysis and detailed study of each of the nine mobility patterns and the four levels of commitment as mentioned and explained in the previous chapters, will help in giving a further insight into the correlation of mobility and professional commitment.

The Table No. 5.4 gives an idea of the correlation of commitment with each type of mobility pattern. The basic three patterns of mobility i.e. (i) vertical, (ii) horizontal and (iii) no-mobility have been subdivided into nine other types of mobility, depending upon whether the teachers have changed the occupation itself or they have come from another state, or the mobility is within Delhi schools, or within the same school. All these patterns of mobility have been discussed in detail in the chapter three of the thesis.



Table No.5.4

Correlation Between Mobility Patterns and the various Categories of Commitment.

Mobility patterns	Category of commitment				Total
	Most committed (score= 21-25 pts)	Committed (score= 16-20 pts)	Less Committed (score= 11-15 pts)	Least Committed (score= 6-10 pts)	
VU 1	0(0)	2(3.4)	2(1.1)	0(0)	4(1.5)
VU 2	2(22.6)	8(14.3)	13(7.2)	2(11.1)	25(9.5)
VU 3	2(22.2)	16(28.5)	36(20.0)	2(11.1)	56(21.3)
VU 4	4(44.4)	11(19.6)	11(6.1)	1(5.6)	27(10.3)
Total	8(88.8)	37(66.6)	62(34.4)	5(27.8)	112(42.6)
VD 5	0(0)	2(3.6)	10(5.5)	1(5.6)	13(4.9)
VD 6	0(0)	1(1.8)	1(0.6)	0(0)	2(0.8)
Total	0(0)	3(5.4)	11(6.1)	1(5.6)	15(5.7)
H 7	0(0)	5(8.9)	10(5.5)	2(11.1)	17(6.4)
H 8	1(11.1)	3(5.4)	25(13.9)	2(11.1)	31(11.8)
Total	1(11.1)	8(14.3)	35(19.4)	4(22.2)	48(18.3)
N 9	0(0)	8(14.3)	72(40)	8(44.4)	88(33.4)
Grand Total	9(3.4)	56(21.2)	180(68.1)	18(5.8)	263(100.0)

Note 1: Figures in the bracket are the percentage of the grand total of the each columns.

Note 2: Mobility patterns

VU1 = Vertical upward mobility from a different occupation to this profession

VU2 = Vertical upward mobility from other states to Delhi.

VU3 = Vertical upward mobility within Delhi schools





- VU4 = Vertical upward mobility within the same schools.
- VD5 = Vertical downward mobility from other states of Delhi.
- VD6 = Vertical downward mobility within Delhi schools.
- H7 = Horizontal mobility from other state to Delhi
- H8 = Horizontal mobility within Delhi schools.
- N9 = No mobility



The above table reveals that out of 9 most committed teachers, eight or 88.8%, had vertical mobility of either of the four types. There is only one case of horizontal mobility within Delhi schools - in case of category 1 of teachers. Similarly, most of the category 2 teachers also, who secured between 16 to 20 points, belong to vertical mobility pattern.

Maximum cases of most committed teachers i.e. four out of nine, fall under upward mobility within the same school. This indicates two things. Firstly, that promotions serve as an incentive for better performance and secondly, that the teachers develop certain attachment with the school in which they are teaching. Thus institutional commitment enhances their professional commitment. By staying in one school and by getting adequate appreciation in the form of promotions, etc., they are able to identify themselves with the school and the children. They develop certain emotional attachment with the institution. The feeling of belongingness make them more attached with the school. They are prepared to make sacrifices for the sake of the institution. It is not only attachment with the institution which helps in the development of professional commitment but it is also the attachment and adjustment with the principal and the other staff-members which facilitates their task of teaching.



Every committed teacher, wants to make some experiments of her own to see which is the best way of teaching or dealing with the children. Sometimes the results of their experiments do not bear fruits within a year or two. Meanwhile, if she is transferred to another place, she is unable to see the results of her experiments. It frustrates her. On the other hand, if she stays in one institution for a longer time, she is able to see the results of her experiments. Further by staying in one school for a long time, she comes to know about the students more thoroughly. In due course, she gets acquainted with the parents of the children, their family background and their individual problems. She gets a chance to work consistently with the students and if need be, their parents too. Just as a mother sees her children grow and understands their problems from the earliest stages, a committed teacher is also able to understand her students as they grow and progress from one class to another.

A teacher who is in the school for a long time, sees the growth and progress of the school for a long time and gets personal satisfaction in its progress. Besides, appropriate appreciation of teacher's efforts through promotions gives her moral boost and encourages her to do better. It makes her job more pleasant. It enhances her prestige within the school, the new comers respect her



more because of her seniority and performance. She rises higher in her own self esteem. What is expected from her and what she thinks of herself conditions her to live upto the expectations. Thus it can be said that upward mobility within the same school is most conducive to the professional commitment of the women teachers.

More than 44% of the most committed teachers had this type of mobility. More than 28% of the committed teachers had this type of mobility. By joining in Delhi schools, they have improved on their social and financial status. There is only one or 11.1% of most committed and 8 or 14.2% of the committed teachers who had Horizontal mobility.

Out of a total of 56 committed teachers, 16 teachers (constituting 28.6% of total) belong to the "upward mobility within the same school" pattern or the fourth pattern of mobility.

Out of a total of 56 committed teachers, 37 or 66.1% teachers belong to the upward mobility pattern; 3 teachers to downward mobility pattern; 8 teachers to horizontal mobility pattern and 8 teachers to no-mobility pattern. This indicates that upward mobility is positively correlated with the commitment of teachers.

There are 180 less committed teachers in the sample. Maximum number of less committed teachers i.e. 72 or 40% of





them belong to the no-mobility pattern. This shows that no-mobility is negatively correlated with professional commitment. No-mobility produce stagnation and creates a negative attitude towards their profession among the teachers.

Out of 180 less-committed teachers, 62 or 34.4% belong to upward mobility pattern; 11 or 6.1% to downward mobility pattern and 35 or 19.4% to horizontal mobility pattern.

There were 18 least committed teachers in the sample. They secured between 6 to 10 points of commitment. Out of 18 teachers, 5 or 27.7% belonged to upward mobility patterns; 1 or 5.6% belong to downward mobility pattern; 4 or 22.2% to horizontal mobility pattern and 8 or 44.4% to no-mobility pattern. Again the results indicate that a maximum number of least committed teachers are in no-mobility pattern. It reconfirms that no-mobility is negatively correlated to the professional commitment of the teachers.

The first two categories in the above table have been recognized as that of committed teachers, i.e. teachers who are living upto the expectations of their profession. The third and fourth categories have been recognized as that of 'not-committed' teachers. These teachers are not doing full justice to their profession, and are not upto the level of good teachers.

Therefore in Table 5.5 the four categories of



commitment are reduced to the two broad categories of 'committed' and 'not-committed' teachers. Also the nine mobility patterns are reduced to the four broad patterns of mobility viz., 'upward', 'downward', 'horizontal' and 'no-mobility' patterns.

Table No.5.5

Distribution of the teachers in the sample according to the broad categories of 'commitment' and 'mobility-patterns'.

S.No.	Categories of commitment.	Mobility Patterns				Total
		Upward	Downward	Horizontal	No-mobility	
1.	Committed teachers	45 (69.2%)	3 (4.6%)	9 (13.8%)	8 (14.2%)	65 (24.7%)
2.	Not Committed Teachers	67 (32.8%)	12 (6%)	39 (19.5%)	30 (40%)	198 (76%)
3.	Total	112 (42.6%)	15 (5.7%)	48 (18.2%)	38 (35.4%)	263

N.B.: Figures, within the brackets show the percentage of teachers under each category.

The above table indicates that, out of a total of 263 cases, only 65 or 24.7% of the teachers, in the sample, fall under the broad category of the committed teachers, whereas the rest, i.e. 198 or 76% of the teachers, have been rated 'not-committed' teachers. Again out of 65 cases of committed teachers, 45 or 69.2% fall under upward mobility



pattern; 3 or 4.6% under downward mobility pattern; 9 or 13.8% in horizontal mobility pattern and 8 to 14.2% under the 'no-mobility' pattern. The above analysis reveals that maximum cases of committed teachers fall under the upward mobility pattern. It indicates that upward mobility is most conducive to professional commitment.

Out of a total of 198 uncommitted teachers, 67 or 33.8% had upward mobility, 12 or 6% had downward mobility; 59 or 29.5% had horizontal mobility and 60 or 40% had 'no-mobility'. This shows that no-mobility had an adverse bearing on the commitment of the teachers and that it is negatively correlated with commitment. Maximum number of uncommitted teachers belong to the 'no-mobility' pattern.

An analysis of table No.5.4 also suggests that the teachers who received promotions, or changed schools or jobs, and improved their social or financial status, are more committed to their profession than those teachers who had downward mobility, horizontal mobility or no-mobility. In case of uncommitted teachers, due to no change in their status and school, stagnation has occurred. There is no incentive for them to do more work. They have nothing to look forward to. Most of the category four teachers have not joined this profession due to academic interest or interest in the profession. They wanted to have a supplement income and school provided a break from the monotony



of tasks at home. Being an earning member, they received more prestige at home and they had more say in the family matters.

Most of the teachers from category three and four showed poor academic and professional performance. They are not aware of the latest methods of teaching, nor they bother about them. They have their own set ways of teaching. They have not much expectations from the students also. They think that the present system of education and the syllabus is too much of a burden on the students and the teachers. They are critical of everything i.e. of the education system, the management, the principals, surroundings of the school, the staff members and the students etc. They do not seem to be satisfied with their job. They feel that they have got stuck up in this profession. They cannot leave it, because it provides good salary, leisure time, and holidays. They are sticking to the teaching profession because they see no other possibility of their getting a better job in future. Teachers with no-mobility develop negative attitude towards their profession.

Horizontal mobility is also negatively correlated to commitment. Very few, i.e. only nine teachers of the category one and two taken together had horizontal mobility, whereas 39 teachers of category three and four taken together had horizontal mobility.





Downward mobility is also not conducive to commitment. Only three teachers out of a total of 65 teachers belonging to the broad category of committed teachers, had downward mobility whereas 12 teachers of category three and four, projected downward mobility.

Those teachers who are transferred from one place to another without any financial or social gain, regret it. Unless the transfer is made on request, teachers do not normally wish to change their school.

Horizontal mobility or transfers from one school to another are conducive to commitment if they are done on request of the teachers. If the distance of the school from home is too much and if she is transferred to a nearby school, she welcomes it. It saves lot of her time and energy. She feels that, as the transfer is done on her own request, she should devote more time to the professional demands. Teachers who have come to Delhi due to marriage, husband's or father's transfer do not mind the change of school because it enables them to stay with the family and usually they are better off financially also. But those teachers who do not get any financial gain, regret it and it hampers the commitment to their profession.

Most of the teachers who have been transferred from an urban school to a rural school or from a conveniently located school to a far off school, regret such mobility,



and it has a negative effect on their commitment to the profession.

They regret such mobility, even if it is a transfer on promotion or upward mobility. But it has even ~~more~~ <sup>worst</sup> ~~adverse~~ effect on the commitment, if it is horizontal mobility. Teachers of rural schools do not get any extra allowance in the form of T.A. The public transport service is not good and hence they have to wait for hours for the buses. They have to start very early for the school and they are back home very late. They are already tired off before reaching the school and they remain in a hurry to get back home, depending on the timing of the public transport. The frequency of buses for the rural schools is very poor and hence the teachers cannot afford to miss the bus. Due to conveyance problems and other related problems, teachers normally regret transfers or going to a far-off school or a rural school. Teaching the rural children is also more time consuming and needs extra labour. Village children are mostly first generation learners and hence they do not get any help in studies from their family members. In fact, mostly the village parents have a negative attitude towards education. The teachers in the rural schools not only have to teach the children, but they also have to convince their parents that education is good for their children. The teachers have to devote lot of time and energy on teaching the basic principle of personal and public hygiene



apart from the prescribed syllabus. Due to the distance and other related problems, teachers normally regret transfers or going to a far off school or a rural school.

There were only four teachers from the sample, who were transferred from a rural school to the urban school of Delhi. Out of these four, one comes under category one, i.e. she is one among the nine most committed teachers. For the major part of her career she was in a rural school. She took the task of teaching the rural children, as a challenge, staying in one school for more than fifteen years, gave her satisfaction of achieving something in life. She still feels emotionally attached with that rural school but the change from a rural to an urban school has not effected her professional commitment. She has come to an urban school on medical grounds and hence the change of school has helped her in devoting maximum time possible for the school activities.

Out of the rest of the three teachers, two requested for the transfer and hence their mobility is positively co-related with their professional commitment. One teacher, who belonged to the third category of commitment, the change of school had no effect on her commitment as the distance of both the schools is the same and she could get direct bus from home to those schools.

Through data analysis and interviewing the teachers,



it was found that a teacher has to prepare more for teaching in an urban school than a rural school because in an urban school parents take comparatively more interest in what is being taught in the school. In contrast to it, in a rural school, the parents and the other relatives of the children are least interested in the education of their daughters. On the slightest pretext, e.g. any family function, birth of a child in the family, harvesting season etc., they detain their daughters at home. Class work and home work does not have much meaning for them.

In fact teachers of a rural school have to coax the children and the parents to come to the school regularly. Under such circumstances the teachers also feel comparatively less responsible for the education of the children. There are too many negative factors in teaching the rural school children and unless a teacher is herself a committed and sincere worker, she does not feel like wasting her time and energy on them.

In rural schools, fewer extra-curricular activities are organized because of the resistance from the parents. They do not allow their daughters to sing, dance or act on the stage. They do not want their daughters to participate in games and sports. Thus a teacher in a rural school, devotes more time in convincing the parents about the importance of education and co-curricular activities, and





personal and public hygiene etc., then imparting extra knowledge about the subject. If a teacher accepts the challenge of teaching the rural school children, she does not feel happy if, in the middle of her efforts, she is transferred to an urban school. But on the whole, majority of the teachers feel that there is no point in wracking their brains and wasting extra time and energy on the children from rural school because, inspite of their best efforts they do not but shine in academic performance.

In conclusion it can be said that every teacher takes some time to adjust to the new situations in a new school. She takes time to understand her students, the staff and the principal. By the time she gets to know her surroundings, if she is transferred again she feels disturbed. During the joining time, she is not able to give her best to the school. Her planning of teaching the different topics of the syllabus and her approach of dealing with the individual problems of her students, etc. gets disturbed. Mid-term transfers are regretted by the principals, the teachers and the students as well. All the three suffer from such mid-term transfers. It was found that horizontal transfers are not conducive to the professional commitment of the teachers unless they are made on request or they provide some convenience to the teacher.



Mobility of teachers does affect their professional commitment. Upward mobility within the same school is most conducive to the professional commitment and no mobility is least conducive to the commitment. Horizontal mobility and downward mobility is conducive to the commitment, if made on request, and not otherwise. Upward mobility in all its forms is positively co-related with professional commitment.

Professional commitment is a cultivated attitude. Initially teachers develop it due to some family influence or due to personal experiences. Professional commitment of the teachers can be enhanced by providing adequate facilities, incentives, appreciation, recognition and promotions. Appreciation of work in the form of promotions, or recognition in some other form, is very well taken by the teachers and it enhances their professional commitment. A convenient distance i.e. if they can reach their school within half an hour or if they do not have to change buses, is conducive to the commitment. Frequent transfers are negatively co-related with commitment. Professional training required for entering into teaching profession was not much and hence it was easy for everybody to enter into this profession. But as the professional requirements for entering into teaching profession are increasing, and many more jobs are now available to the women and are considered respectable, it can be hoped that only those women



will enter into this profession, who are really interested in teaching.

Women who will consciously and deliberately enter into this profession will be more committed than those who entered into it by chance or because it was the only respectable job available.



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## CHAPTER ~ Six

THE CASE HISTORIES OF THE MOST COMMITTED

## CASE HISTORIES OF THE MOST COMMITTED

TEACHERS IN THE SAMPLE

## TEACHERS IN THE SAMPLE

THE CASE HISTORIES OF THE MOST COMMITTED



In order to get a better insight into the problem of 'Mobility and Professional Commitment', it was considered advantageous to write case histories of the "most committed" teachers in the sample. Analysis of the data revealed that nine teachers in the sample have secured more than twenty points of commitment. Case histories of these nine teachers are given in the present chapter.

All the teachers in this category have long teaching experience. With the exception of only one committed teacher, (case history No.8), all of them have teaching experience, ranging from eleven years to over twenty-six years. With the exception of only one teacher (case history No.9) who drifted to the teaching profession due to circumstances and opportunity, all of them have chosen teaching as profession in preference to other careers. Their conscious decision to chose teaching profession for their career, and their adherence to this profession is an indicator of their commitment to the teaching profession.

A majority of them, i.e., five out of nine teachers are unmarried and they have dedicated their whole life to their profession. However, it should not be interpreted that the married teachers are less committed to their profession or, that marriage comes in the way of professional commitment. The researcher made it a point to ask each



principal of the sample schools, during the interview with them, their opinion about the difference in the performance of married and unmarried teachers. Invariably, all the principals categorically stated that in their opinion, marriage is no hinderance to professional commitment. Almost all of the principals agreed to the point that usually there comes a period, ranging from two to five years after marriage, when married women teachers sometimes falter in discharging their professional duties efficiently. It is due to the demands of adjustment with their in-laws and the new-way of life that sometimes they are not been able to do justice to their profession. Once they get settled in their new home and their infant children grow to the school-going age, the married teachers are as hard working and sincere workers as the unmarried or single teachers.

The case histories also reveal that commitment to one's profession is a cultivated attitude, and in almost all the cases, the committed teachers developed the habit of sincere work either due to the influences at home or due to other social influences.

Case histories number 2 and 4 suggest that sometimes devotion to certain ideals or religious sect also help in promoting professional commitment among women teachers. In such cases the upward mobility acts as an added incentive to professional commitment.



Case history number 9 reveals that sometimes teachers develop commitment to the profession only after they have worked in it for some length of time. In this case-history, the commitment of the teacher to the profession grew stronger with years and experience. She ended up in taking the teaching profession as a life long career and disregarding all the proposals of marriage.

There are only a few cases of born-teachers, like the first case history. She started teaching when she was a child. Her ambition is to continue teaching even after retirement by opening her own private school.

Following are the case histories of the teachers who have learnt to love their profession with the years and who immensely enjoy the task of teaching. These teachers have learnt to overcome all the hurdles in discharging their duties as professionals and are not only fully aware of their responsibilities towards their students, nation and humanity as a whole, but are also discharging their duties with full enthusiasm, devotion and commitment.

#### Case History No.1

- |                   |                    |
|-------------------|--------------------|
| 1. Age            | 45 years           |
| 2. Marital status | Married            |
| 3. Teaching exp.  | More than 20 years |
| 4. Designation    | P.G.T.             |
| 5. Subject        | Chemistry          |





Very attractive and charming, she hails from Bombay. She is a born teacher and she knows it too. She was born in Bombay and brought up at Poona and Nagpur. As far back as she can recall, she has been teaching either her younger brothers and sisters, or weaker students of her own class or even children of her neighbourhood. She has five brothers and two sisters. She is second child in the family.

She herself is a first class student throughout. She started getting scholarship from class three and received one or the other scholarship till the end of her education. She completed her matric in 1947; B.Sc. in 1954; M.Sc. in 1957, and did B.T. from Agra University in 1964 securing First Division in each examination.

Her father was an army engineer in Burma during the second world war. After the war in 1945, he settled down in India as a civil engineer in P.W.D., but again he joined army in 1949 and later on retired as an army officer. She has liberal minded parents, grand-parents and other family members. From her early childhood, she was brought up in a nationalistic atmosphere. She and her other brothers, sisters and friends were all full of patriotic feelings and they used to get immense pleasure in singing 'vande matram' and other patriotic songs in front of Tommies. Once, they were even locked up in their school room for one



day, for singing patriotic songs and putting on national flag on their shirts. As a student she was a member of the students' congress.

Dr. Nathu, then President of the International Scout Association, and her teacher, is her ideal till today. She looks upon him as her guide and respects him for his strong character and contribution to national reform and freedom.

In intermediate, she took science and biology, because everybody at home, especially her grant father wanted her to become a doctor. She even got admission in five different medical colleges, but during summer vacations she read a book on madam Curie, which changed her mind to do her graduation in chemistry instead of biology.

She was an active participant in the college cultural activities. She used to play leading roles in Urdu dramas. Impressed by her acting on the college stage, one, the famous actor-director Gurudatt offered her the leading role in his film Pyasa. He even gave her the script to decide whether she will be interested in playing the heroine's role, but she was not interested in the film career and so declined the offer.

Regarding marriage, her only condition was that the person should be intelligent and of high intellectual calibre. She met her husband at some friend's party in Delhi. With



the approval of her parents and relatives she got married to him in 1950. She was 25 years old at that time.

Her husband, President's special award winner, is an army officer. He was a squadron leader at the time of her marriage. Her first child, a son, was born in 1959, and then twin daughters in 1962. Her husband was transferred to Tojpur during war with China. During this period she stayed with her parents at Dehradun and did B.T., while her parents looked after the children.

After completing B.T., she got her first appointment as a teacher in 1963 in Dehradun only. Later on in 1964, when her husband returned from the front and got posted to Bombay, she started a small school in her own flat to teach her own and some friends' children.

Again her husband was transferred to Delhi in 1965. Here she joined Bal Bharti Air Force Central School as a teacher. She welcomed a job in Central School, because it provided the facility of getting her own transfers adjusted according to her husband's transfers. In between, she was offered lecturership in colleges at different places, but she declined these offers and three chances of P.G.T. offers, in other schools, because she wanted to stay in a Central School, where she could be transferred to different parts of India, according to her husband's transfer. She firmly



believes that during infancy and early childhood, children should stay with their parents only, because staying away from the parents is harmful for the proper development of child's personality.

Her own transfers and postings of her husband to different places did not really affect her commitment to the teaching profession. She is not only competent in teaching her own subject and the other science subjects, but she can easily teach other subjects like, literature, sanskrit and social sciences with equal competence and confidence. In her long career in the teaching profession, she has taught various subjects at different places and schools and at each place she has earned the reputation of a good committed teacher.

At present she is trying to get her own house built in Priya Vihar, Delhi, and hopes to settle down in Delhi after retirement. Her husband is posted at Nasik at present. Their ambition is to open a school of their own in Delhi and continue teaching the school children even after the retirement. She is full of energy, confidence and zeal for teaching even now.

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Case History No.2

1. Age	54 years
2. Marital status	Unmarried
3. Teaching experience	26 years
4. Designation	Principal
5. Subject	Sanskrit

She is an impressive and effective orator. She speaks in a most informal and friendly manner. She has the knack of putting the listeners at ease and then talk for hours, nonstop, keeping the interest of her listeners alive. It will be interesting to know part of her case history in her own words.

"They, (my grand-parents, parents, and the other family members) started looking for a suitable boy for me when I was not even 20 years old, but I pleaded that please let me complete my studies; at the age of 30 years, even my friends started advising me that I should marry now - otherwise it will be too late for marriage, but I insisted that, after all the education and training that I have received, I should at least make some use of it and do some job, and I chose teaching as my profession (there were not many choices at that time); at the age of 40 years, all the well-wishers pooled their efforts to convince me that this was really the last chance, when I could still



got married, but by this time I was so firmly established in my career and I was getting so much pleasure and satisfaction out of it, that I had no desire to detach myself from it, and so I refused the idea of marriage finally and decisively; by the age of 50 years, everybody gave up the hopes of ever seeing me married and well settled in life (their idea was that only after marriage women get settled in life), but they never stopped advising me, only their tone and theme changed. Now they are after me that I should not work so hard and give away my life to my profession. My brothers, sisters, sister-in-laws, nieces and nephews, are all after me that I should take care of myself and should not spend all my time for the school. I should take more rest and have a more regular routine etc. etc."

With a smile she added "I know they are all my well-wishers, near and dear ones. Only those who care for me so much can insist so much, I stayed where I wanted to stay and they continued to shower their love and affection on me, inspite of each day's struggle and tussel. I was very stubborn and firm in my views". She concluded by adding that this is how she could stay in her profession and could achieve something in her life.

She belongs to a Maharashtrian joint family. Her ideal is her father who was a devotee of Shri Shivanand Ji.



He is no more now, he died about 20 years back, but still his life is a living example for her to follow. He was a great soul. He had complete detachment with material life, and he was most generous person. Any time any person even praised anything in the house - he used to give it away to him. Often it used to be rather embarrassing for the person to accept things like that - but her father always insisted on presenting the object to the person.

Another influence on her, she says, was that of Swami Shivanand Ji. She has seen him in his life time many times. In fact she is a regular visitor of Shivanand Ashram at Rishikesh for the last 30 years. She has been greatly influenced by the teachings and preachings of Swami Shivanand Ji himself and the other saints of the Ashram. Her association with the Ashram has influenced her whole life style and thinking. She has developed a philosophical outlook towards life and learnt many ethical values of life from her own family and the association with the Ashram. She firmly believes in doing one's duty to the best of one's capacity. Ideals of sincerity, truthfulness, regularity, and hardwork have become part of her own life.

Mobility from one school to another has really not affected her commitment to the teaching profession. In her own words "अगर नौकरी करना है तो फिर नखरें किस बात के"



She believes that if she has joined the world of professional, then what is there to fuss about. She has accepted the profession with all its good and bad points knowingly. Wherever she was transferred, whether to a nearby school or a far off school, she always worked with greatest enthusiasm and sincerity. She admits that too much distance from home hampers the efficiency of the women teachers in the sense that one gets more tired and there is more wastage of time in travelling in buses etc. In her case, as she did not have many direct family responsibilities at home, she could adjust her timings of coming and going to the school according to the distance and time needed for travelling, but this is not possible in case of most of the women teachers. It works out better and adds to the efficiency of teachers' performance if her place of work is nearby.

During her professional career, she has come across all sorts of people, some decent and some indecent, but through her own strength of character and help of the friends and well-wishers and "God's grace" she could bypass all the hurdles in the way to a successful career.

For the last 13 years she was in a rural school. She takes great pride in talking about "her" rural school. Only very recently, i.e. only a couple of months back, she has been transferred to a city school, which is comparatively





nearer to her home, on medical grounds, but she spent most of her good years of hard work and energy in uplifting a rural school. She gets a great satisfaction and sense of achievement when she narrates how she could bring about a change in the school gradually and slowly but steadily. She is very generous in distributing the credit of the progress of the school to her colleagues and friends, the students and their parents. With greatest satisfaction she narrates how the results of the school have improved, how the number of students have increased, how she could convince the authorities to provide suitable materials and building for the school etc. She is very modest about her own contribution to the progress of the school.

She takes personal interest in solving the problems of the students and the teachers alike. She narrates many instances when without scolding or giving punishment to the students, she could turn them into hardworking good students. According to her, sympathy and patience with students helps in winning their confidence. Once a child gains the confidence in her teacher, she can go to any length to please her. She can narrate innumerable instances when through love and sympathetic attitude she could correct many of her students and colleague teachers.

She firmly believes that only through mutual co-operation and understanding anything in life could be achieved.



Symbolically, even now she distributes Till-ke-Laddoos on Shankrant festival, so that its sweetness prevails amongst her colleagues and they work smoothly due to the grease in the laddoos.

She is an example of simple living and high thinking. She always wear khadi, and does not eat any cooked food from the market. She is friendly with everybody and calls all her colleagues (दोस्त) friends.

### Case History No.3

1. Age	39 years
2. Marital status	Married
3. Teaching experience	11 years
4. Designation	P.G.T.
5. Subject	Biology

She is one among those courageous women, who despite of all odds and adverse conditions in her life, could make a mark in her eleven years of professional career. It is only through her firm determination and sheer hard work that she could distinguish herself as one of the most committed and good teachers of the school.

Her first marriage took place, when she was only 20 years old, but unfortunately her husband died during Indo-China war at the front in 1965. Her previous in-laws are businessman and very rich people. But after her husband's



death, they completely disowned her, perhaps because they did not want her or her two sons to have any share in their property or business. She has two sons from her first husband. In 1970, her elder son had a severe attack of poliomyelitis. He was completely paralysed for a number of days and remained in coma for few days. She tried her level best to give him the best possible medical aid. She took him to the best of doctors and hospitals. Some well-wishers suggested that she should go to Bombay for his treatment. She took him to Valore hospital and after lot of care and treatment, her son finally responded to the treatment and got fully cured. But during his illness, she spent her last penny towards his treatment. Her previous in-laws not only did not help her financially during her son's illness - but they did not even come once to see her son. This really broke her heart, and she finally decided to completely cut herself off from that family.

It was during this time that she realized how difficult it is for a woman to face the society alone. With an invalid son and an infant child, she stayed alone in different hospitals and in different cities. Her own parents, brothers and sisters helped her - and she stayed with her parents for some time after her first husband's death, but as she puts it, it is very difficult to bear your own people's sympathy and pity - especially if you really



are in that position. After her husband's death, she became even more sensitive and touchy than what she was before, she decided, therefore, to have her own independent life and do some job to support her children.

Initially she took up a job at Lucknow, where her parents were located. She also tried to do B.T. in Lucknow but due to her son's illness, she could not complete it.

She was introduced to her present husband by a common friend of her previous husband. The friend's wife ultimately succeeded in convincing her that it would be in the interest of her self and her children, if she marries the man. After consideration and lot of inner debate, she finally reconciled to the idea of second marriage.

She got married in 1973. Since then she has been living in Delhi. Her husband is a very co-operative and understanding person. Previously, he was also an army officer - but later on after marriage, he resigned from army and took up a job in a factory at Faridabad. She has a young daughter of 3½ years old out of this wedlock, who is living with her aunt-in-law. Her aunt-in-law is a kind woman and takes good care of her daughter. Her father-in-law got so much upset about her son marrying a widow with two children, that he completely broke off all relations with his son and her. She has never been to her in-law's house. She intends to bring her daughter from the





village - when she grows upto school going age. There is no anticipated hostility between her sons and her present husband. Both of her sons are studying in the same school in which she is teaching.

She intends to complete her U.Ed. also for future prospects in teaching profession. At present she is teaching biology upto class XII. Apart from teaching her own classes, she takes about five arrangement periods every week. She is the house-mistress of one of the houses of the school; she is tutorial incharge and co-operates in organizing other activities in the school. She has a reputation of a very hard worker and sincere teacher. She commands respects and admiration from her students as well as her colleagues.

#### Case History No.4

- |                        |           |
|------------------------|-----------|
| 1. Age                 | 48 years  |
| 2. Marital status      | Unmarried |
| 3. Teaching experience | 11 years  |
| 4. Designation         | P.G.T.    |
| 5. Subject             | Music     |

"Music is my Sadhna", says the miss. It is through music that she aims to achieve Moksh or realize God. She is completely devoted to the subject and the Ashram to which she belongs. The school in which she is teaching also belongs to the Ashram and hence she thinks



that with her body, mind and soul, she belongs to the school and it is her duty to be in service of the school at all hours. Such is the attitude of the music teacher towards her subject, students, school and the profession.

She originally belongs to Jammu and Kashmir state -- but she herself was born and brought up in Delhi. She has two brothers and six sisters in her family and she is the third child of her parents. She did her B.A. (Hons) in philosophy and later did M.A. also in philosophy from Delhi University. Later on she worked for Sangeet Visharad, Sangeet Alankar, and M.Mus. from Gandharva Vidyalaya in first division.

She was born in a family of musicians. Her grandfather was a hard task master of music. They learnt music from Shri Prannath Ji of Kirana Gharana. Her grandfather used to take her brother three miles everyday to learn music from Shri Prannath Ji. Her eldest brother was a contemporary of Master Madan and won many prizes during his childhood.

She never played with dolls or other toys in her childhood. The children of her family were given the musical instruments to play with. She learnt to play different tunes on harmonium when she was only a young child. Not only she could play the tunes on harmonium, but she even taught many songs on harmonium to her friends



who used to live at the back of her house. She had a taste and aptitude for music since her childhood.

She took her formal training of Music from Bhaiji of Gandharva Mahavidyalaya. In fact, in her times, the girls of the family were not allowed to learn music from teachers. Once there were celebrations for fifteen days in Gandharva Mahadyalaya. She used to go to the music programmes, but she was not allowed to sing in the programmes. She says that on each single day of those 15 days she cried non-stop prior to the programme starting. At last her father gave in, and allowed her to learn music formerly from Bhaiji. Once she got the permission of learning music she appeared for all possible exams. in music and each time secured first division.

Everybody at her home was keen that she should get married after her completion of M.A. in 1952; but she had no inclination for marriage or family life and she persistently refused all proposals for marriage. She had to go through a hard time in refusing the proposals, but ultimately she succeeded in convincing her family members that she really did not want to get married.

She came in contact with the proprietor of the Ashram in 1940. He was a good friend of her father and so she started calling him chachaji. Her father himself was a great devotee of Shri Aurobindo. It was on March 20, 1966,



when once she was going to her home from the University, that she got the inspiration to go to Shri Aurobindo Ashram. At that moment only, a bus came to the bus stop which was directly going to the Ashram. Without a second thought she took that bus and reached the Ashram. At the Ashram they were having the evening prayers and meeting. She also sat down in one corner. That evening, at the end of the meeting she sang one bhajan as an offering to the Divine Mother. In the meeting, the principal of the school was also sitting. Her bhajan brought tears into the principal's eyes. Later on the Principal requested her to stay in the Ashram and teach music in the school. She was overjoyed with this proposals and readily agreed to it. Since then she has dedicated her life to the Ashram, school, teaching and music.

She taught music to high school students earlier also in 1952. She has the quality of completely identifying herself with her students. She herself admits that she is an idealist and perfectionist. Until her students are able to reproduce the correct notes or swar she does not leave them. She remembers those couple of occasions when she stayed back in the school with the students to teach them the right notes and only when they could sing the right notes that she escorted them to their homes in the evening. She can spend hours on teaching music and there





is no restriction of time in teaching. Not only music - she thinks that it is every teacher's duty to guide her students in all walks of life - inside the school or outside the school.

Being a resident of the Ashram she can devote maximum time in organizing school activities and functions. She is incharge of various activities and she takes responsibilities without grudge. Whatever assignment is given to her, she does it with greatest sincerity and devotion. In her case, her commitment to the profession is perhaps due to her devotion to the Ashram and the music as such.

#### Case History No.5

1. Age	48 years
2. Marital status	Married
3. Teaching experience	Above 22 years
4. Designation	P.T.G.(now vice-principal)
5. Subject	English

She comes from a large family of 12 brothers and sisters. They are six brothers and six sisters. She is fourth child of her parents. There are two elder brothers and one elder sister, and the rest are younger to her. All her brothers and sisters are married and well settled in life.

In her childhood, she was most influenced by her



father, who was an engineer in U.P. state, mostly at Lucknow. She learnt the lessons of devotion to work, sincerity, sacrifice and generosity from her father. She herself was a very sensitive child. Her father used to appreciate and praise even small deeds of his children, which used to give them much encouragement and pleasure. He died in 1960, but still, his memory is a constant source of inspiration and encouragement to her. One great quality of her father was to keep his temper under control. She never saw him losing his temper on any body. He was a very jovial person and all the children in the family used to have lots of fun in playing with him.

In contrast to her father, her mother is a very methodical and systematic worker. She is a disciplinarian and comparatively more strict person than her father. She thinks that, her mother had to be like that, in order to keep the house running and children under control, otherwise children would have created riots in the household. She internalized the habit of methodical and organized work from her mother. She herself is a neat worker and keeps her house spic and span.

Third major influence in her life is her husband. She considers herself very lucky in having a husband like him. He is a large hearted, understanding and a generous person. In her words "he has a heart of gold" and she



thinks that she owes him a lot for per professional success. As a teacher, lot of her time and energy is spent in the school chores. Without the co-operation, support and understanding of her husband, she could not have devoted so much time to her professional duties. Occassionally, there are times, when due to professional commitments, she has to neglect her family, which sometimes cause tension and unpleasantness at home but she thinks that all this is part of life and such occasions do not really have any lasting effect on her professioned commitment. Her in-laws are all amiable people and they do not create any problems for her. Her two children, one boy and a girl, study in one of the best school of Delhi. She gives scholarships to two other children also, whom she calls her adopted children.

She recalls that things were not as smooth before as they are now. At the time of her marriage, her husband was a pilot in B.O.A.C., but due to certain reasons, her husband resigned from the company. He remained unemployed for about nine months just after their marriage. It was during this period, that out of financial need, she took to the teaching profession. This was the hardest period of their life. Both, she and her husband tried their level best to put up a show of running a smooth house and a decent standard of living in the meagre salary that she



could fetch from teaching in the neighbouring primary school. None of them wanted to disclose to their families that he had left the job and is unemployed, though parents on both the sides were in a position to help them during this period. Her father was an engineer and father-in-law a Zamidar, but their self-esteem did not let them seek support from their parents.

They thanked the day, when her husband got a job in Pan American. Since then, her husband has risen steadily in his profession and today he is one among the top men in Pan American Air Lines at Delhi. She cannot forget those nine months of her husband's unemployment, when each day brought new problems for her. She not only learnt the value of each penny during this period, but she also developed a keen sense of sympathy and understanding with all those who suffer from the want.

She herself was always a good student due to the encouragement and interest taken by her father in her studies. To begin with, she started her teaching career from a private school but later on in 1959, she changed the school in preference to a government school job. She has changed schools quite a few times during her professional career of about 22 years.

She loves her students dearly. Due to the company of her own brothers and sisters at home, she has developed





a keen insight into the psychology of children, and can understand their problems easily. She is a sympathetic and hard-working teacher. Her teaching subject is, 'English' - which as such is considered to be a difficult subject to teach, but due to unlimited patience, enthusiasm and hardwork on her part, she has been distinguished as the best teacher of her school.

Last year, she was transferred to a yet another school, on the other side of Jamuna river, as a Vice-Principal. She admits that too much distance and no-direct bus service to the school, created lot of problems for her. She had to change the buses twice to reach her new school. It used to take her minimum one-and-half hours to reach the school. The distance of the school was a big hinderance in discharging her professional duties efficiently. She found it difficult to do justice to her profession or to her family during that short period.

Later on, she managed to get herself transferred to a nearby rural school. She is quite happy in this nearby school. She can reach the school by bus within ten minutes, or often her husband takes her or brings her back from the school in their own car. There is no strain in travelling even by us, and she can devote maximum of her time and onergy for the school and her students.



Teaching and managing the rural school students and their problems has thrown a fresh challenge in her life. At the moment she is fully engrossed in her new school and remain busy in finding ways and means of raising the standard of the school and sorting out the exclusive problems associated with rural schools.

Case History No.6

1. Age	35 years
2. Marital status	Married
3. Teaching experience	11 years
4. Designation	T.G.T.
5. Subject	English & Social Studies

She belongs to Gujarwala village of West Pakistan, but her father came to India, when she was only 4 years old, and since then she has been living in Delhi.

She comes from a large family of nine brothers and sisters. She is fifth child in her family. All her brothers and sisters are now married and well settled in life. Her father was an employee of a private firm. He has retired now.

After graduation in the year 1964, she became a stenographer in D.E.S.U., but she did not like the job at all. After working there for four months, she left the



job. She did not like the general atmosphere of the office. People talked to her as if she had no self-respect. Some times they were rude and impolite to her.

In 1965, she did B.Ed. to improve her chances of getting a better career. In 1966, she got her first job as a teacher in a government school. Since then, she has changed many schools in Delhi due to transfer from one school to another. She admits that frequent transfers have adverse effects on the quality of teaching. At some schools she taught only for two to three months. In her opinion, frequent transfers keep a teacher mentally tense and upset. A teacher who is frequently transferred cannot plan her time schedule to cover the syllabus. A teacher takes some time to adjust in a new environment. Only after a few months she comes to know her students and their individual problems; and then only she can plan to deal with their specific academic and personal problems. Students also take some time to know their teacher, and place confidence in her. Unless and until there is some mutual understanding and good rapport among the students and the teachers, a teacher cannot depend upon their co-operation. A teacher needs sometime to make experiments and choose the best way of dealing with different children, but if she is transferred frequently, her only aim remains to finish certain parts of the syllabus so that she is not blamed for not covering enough portion during her stay in the school.



In transfers, where teachers stay in one school for a few weeks or few months only, neither the teachers get the satisfaction of teaching the lessons properly, nor the students enjoy learning things in hurried manner. Thus frequent transfers take away the element of pleasure and satisfaction from teaching-learning process. She admits, that in schools, where she stayed only for a few weeks or a couple of months, she could not do justice with the students and she feels bad about it. She could not plan her teaching properly, and could not deal with the individual problems of the students. It becomes worst, if the students also come to know that a certain teacher is in the school for a short period only, or that she will not correct their examination note-books. They do not take enough interest in what she is teaching. The teacher also knows that she will not be there to face the consequences of the poor performance of the students in the examinations. Thus psychologically, she also remains comparatively relaxed and indifferent towards teaching the topics thoroughly. In her opinion a teacher should stay in a school for at least few years, so that she is able to show her worth and to do justice to the subject and the students.

She got married only two years back. Her husband is a business man and remains very busy with his shop and business. She does not have any other family responsibili-





ties. All her brothers and sister-in-laws are married and well settled in their respective homes. Her husband is the youngest among the five children of her father-in-law. Father and mother-in-law died some years ago, and hence she does not have any family responsibility as such. Her husband is very co-operative and does not come in the way of her professional commitments. In fact, she gets full support from him in discharging her duties as a teacher. She starts from her home at about 5.30 a.m. for the school. Her school is very far away from her home. It takes her about one-and-a-half hour to reach the school by bus. Often her husband comes to leave her at the school on his scooter. Mostly, she stays back in the school till 3.30 or 4.00 p.m., to correct the note-books, to teach the weaker students or to do some other clerical type of job, like making receipts for the fee collected, arranging the files and registers etc. Usually, she reaches home in the evening at about 5.00 p.m. Her husband makes his own breakfast because she leaves for the school early in the morning. In the afternoon also, he eats his lunch in a restaurant near his place of work. In this way she does not have to worry about many household chores, and her marriage has not come in the way of her discharging professional duties efficiently.

So far she does not have any child. She **thinks** that arrival of a baby in the family will definitely have



some effect on her professional career, more so because, she does not have any female member in the family, but when the time will come, she might be able to make some satisfactory arrangement for the baby. She proposes to keep a full-time maid-servant or ayah to look after the baby during her absence from home. She is very definite about not leaving the teaching career on the arrival of the new baby. There is a creche in her locality, where she can leave the child, if no suitable maid-servant will be available.

She has been teaching for the last 11 years, and going to school and teaching has become almost a habit to her. She could not think of leaving the profession after staying in it for such a long time. She says that "I have learnt the lesson of doing hardwork from my mother. I never saw her sitting idle or gossiping. She always remained busy the whole day doing one thing or the other. "She never allowed her children to sit idle, and hence from my early childhood I have learnt to keep myself busy. Initially, I started working to support my family or at least not to be a financial burden on my parents, but now, even after my marriage, when I really do not need to work, I do not wish to leave the job. I have developed a liking for my profession and it gives me satisfaction of doing something worthwhile. I can easily identify myself with



my students, and can understand their problems easily".

Her compassionate nature, love for the children and hardwork has given her a distinguished position in the school and she is respected as one of the best teachers of the school, by her students, colleagues and the principal.

#### Case History No.7

1. Age	35 years
2. Marital status	Unmarried
3. Teaching experience	16 years
4. Designation	P.G.T.
5. Subject	Hindi

She always wanted to be a teacher. Initially she dreamt to become a science teacher - but things did not move that way, and she had to be contented by becoming a Hindi teacher.

She had her primary education in Lahore - but due to partition and communal riots, her family had to leave Pakistan in a hurry. They came to India on 17th August, 1947. To begin with they stayed with their father's friend at Ludhiana but later on, they came to Delhi to stay with their paternal uncle.



Just before leaving Pakistan her father, who was a station master at Lahore was severely wounded. In spite of all medical treatment in the hospital, his wounds could not heal up and he died after leading a life of an invalid for 5 years, due to recurring infection in the wounds.

From the very beginning, her mother had to bear the burden of rearing her family of three children, two daughters and one son. She is second in her family. Her sister was five years older to her and her brother is five years younger to her. Her elder sister got married after doing her matric - but she did not have a happy married life. She died a couple of years ago, leaving a daughter, who is now studying in class XII to be looked after by her and her mother.

Perhaps due to non-congenial atmosphere at home and frequent quarrels with the paternal uncle, her mother thought it better to send her to a girl's hostel. Thus after completing her school education in Delhi, she was sent to Banasthali for college education.

Banasthali changed her life completely. She stayed there for four years. She could not take science subjects because science was not taught at the college level in Banasthali. She was a good debator. Once she took part in a Hindi debate in which she spoke in favour of the subject "Hindi should be the national language of India".





She says that her speech was very much appreciated by the judges. She won the first prize in it. One of the judges remarked that "you have spoken so well on the subject, but do you actually intend to do something about the language or you will forget all about what you have spoken in your speech"? She says that, that day she decided to become a Hindi teacher.

At Banasthali only, she got the first opportunity to teach the school children. When she was in B.A., she was once asked to teach the junior school classes. She won praise and admiration from her friends and teachers for teaching so well in the classes. This gave her an additional incentive to choose teaching to be her career in later life.

She does not seem to be inclined towards marriage. Perhaps the unhappy married life of her own sister and on the whole unfortunate and unpleasant family circumstances made her indifferent towards marriage. At present she is definitely not in favour of marriage. For the present she has to look after her mother and the young niece. She also aims to give good education to her younger brother who is studying in an engineering college.

Fortunately, during her father's life time, they managed to build a house at Amar Colony, which is about 5 km. from her school. At that time, land was given to



the refugees at concessional rates and her father could get his provident fund to build the house. This house is a big boon to the family, and a financial asset. They get a rent of about Rs.600/- from it, apart from her own salary to support her family.

She firmly believes that unless children are given personal attention in the class, we cannot expect to achieve much from them even in their academic career. A personal touch makes all the difference. Teachers have to work hard with the students in order to expect hard work from them. Mere scolding and punishment does not help.

On the whole, she has a reputation of being a strict teacher. The students say that they do not mind her strictness because she is good to them and she is not partial to anyone. She tells them many interesting stories and incidents which are not given in the text books. They enjoy her class because she tells them about many other things which are not given in the text books.

She actively participates in organizing co-curricular activities in the school. She is incharge of co-curricular activities and takes keen interest in school games etc. Her secret of success in her profession is her sincerity and hardwork in any work that is assigned to her. She is a responsible worker.



Case History No.8

1. Age	30 years
2. Marital status	Unmarried
3. Teaching experience	6 years
4. Designation	T.G.T.
5. Subject	English

She is a 30 years old T.G.T. with six years teaching experience in one of the good schools of Delhi. Originally her dream was to be an I.A.S. officer, but once she was drifted into the teaching profession, she finds it to be a most satisfying occupation. She gets a sense of achievement and fulfilment through her profession.

Her father, being an excise officer, was all the time transferred from one place to another. She is the second child in her family of six brothers and sisters. They are three brothers and three sisters. Eldest sister is a doctor. During the time of her education, her father was supporting the family at five different places. Eldest sister and two brothers were in different hostels, mother stayed in Gurgaon with her and her younger brother and sisters, and father stayed at yet another place of his posting. Thus it was a difficult time for the family.

She was always considered a good student in her school and college, but unfortunately, due to one reason



or the other, she could never secure a good division in her examinations. Due to her father's frequent transfers, she changed many schools during her school and college education. Changing of schools after every few years, jeopardized her educational career, as well as her dream of becoming an I.A.S. officer. She could never get an opportunity to prepare steadily for I.A.S. examinations or journalism.

It was during this period of drifting from one place to another that she got an opportunity to teach at Lady Fatima Convent School at Gurgaon. She taught there for a few months only, but in that short period she was singled out as one of the best teachers of the school. This gave her lot of incentive to do even better and keep up her image as a good teacher. Later on, for one year, she taught in Air Force Central School of Delhi. In 1971 she left Central School to do B.Ed. After doing her B.Ed. she joined the present school as a T.G.T.

She is an ambitious, sensitive and a sympathetic teacher. Once, teaching turned out to be her career, she is completely committed to her profession, so much so, that she feels that gradually she is cutting herself socially from her friends and relatives. She thinks that teaching profession is so demanding that one cannot afford to waste time on other trivial social obligations. She finds teaching a very satisfying experience. She finds it





interesting and full of new challenges. She likes to be in close contact with her students. She says that "unless I go out of my way to understand my students, I cannot expect them to cooperate with me and do well in their studies". She fully believes that teacher's task does not end in the class room. A teacher should see that her students grow upto socially adjusted and balanced personalities. She believes that teachers are at a privileged position, because students accept their authority with blind faith. They are ever so eager to please the teachers, that the teachers can achieve a lot if they give the students proper guidance and encouragement. She was very eloquent about what a teacher can achieve through personal touch and proper handling of the children.

She finds children to be very lively company and responsive individuals. She says that teaching could be an enjoyable experience if teachers themselves do not teach in a stereotype style. New material aids and subsidiary information not only helps in catching the attention of the students and making the lesson more interesting but it also help the teachers in sustaining their own interest in the topic.

She finds herself devoting more and more of her time on the students and the school activities. Sometimes even her family members object to her so much involvement in



the school activities, but she says that she just can't not help it. Now, that she has taken teaching as her career, she wants to perform her duties as a teacher to the best of her capacity and skill. It gives her immense pleasure and a sense of achievement and satisfaction if her students are able to understand and appreciate what she is teaching.

Regarding marriage, she thinks that she may not be able to do justice to her profession if she gets married. In her opinion marriage and profession cannot go together successfully. 'You know', she added with a smile - 'you cannot please two masters at the same time, I will have to forgo one for the other, and at present I have no intention of leaving my profession'.

#### Case History No.9

1. Age	36 years
2. Marital status	Unmarried
3. Teaching experience	20 years
4. Designation	P.G.T.
5. Subject	Hindi

Here is an idealist. She believes that whatever work one takes into hand, must be done to the perfection. She firmly believes that marriage and profession cannot go together. According to her, married working women are neither doing justice to their profession nor to their family..



It so happened, in her case, that before any proposal for marriage could come, she got an opportunity to teach in a neighbouring school. She liked the work and found it very interesting and challenging. Since then, she never cared to get married, though her parents and family members tried very hard. In her opinion the job of a teacher is very time consuming and demanding and if she wishes to do justice to her profession, she cannot imagine doing it along with other commitments of a house-wife. In her words, "my job, my students and my school are my world now. Consciously or unconsciously I always keep thinking about these things only. Other things just do not come into my mind any more".

She inherits this deep sense of duty and devotion to her profession from her father. She said that her father never took a single day's casual leave during his entire service period. She has also never taken even one day's casual leave so far. She is 36 years old now and she has been working since 1959. Her father is a retired assistant controller in a printing stationary press. He retired in 1960. She has 4 brothers and two sisters. All of them are younger to her. All the four brothers are married now and well settled. Her two sisters have also not married. The elder of the two sisters usually looks after the home and the younger sister teaches some students at home. Her parents and the younger sisters are living with her. She



has a government quarter in Lodi Road.

Being the eldest child in the family, her wishes were always respected in the family, but basically her parents are rather orthodox and they disliked the idea of her going away from the family and working at any place other than Delhi. For this reason twice she declined the offer of lecturership in a non-educational institution and twice twice she missed the chance of going abroad for further studies. She did her matric, F.A. and B.A. privately. She never had to support the family financially. Her father earned enough and he built a house in Basant Vihar where her brothers are living now. Two of her sister-in-laws are also working and earning handsome salaries but she thinks that working mothers cannot bring up their children as efficiently as a whole time house wife.

She is fully aware of her duties as a teacher. She thinks that a teacher's job is to help the children in obtaining their full potential. A teacher should try to inculcate self-confidence, and self-respect in her students. It is teacher's duty to help in preparing good citizens for the country. She likes children who are bold and courageous. She does not mind if her students ask questions and argue with her. She admires them for the courage they have to speak out what they have in their mind. It is only when the children speak out, that a teacher can correct them and point





out their mistakes. Sometimes even the teachers can learn from their students and if need be, modify their own thinking.

She thinks that the new pattern of education and the syllabus of higher secondary classes is too much of a burden on the students, teachers and parents. The average child in a government school comes from the lower middle class of the society. These children have no background to understand the topics prescribed in the syllabus. She spends lot of her time in planning the lesson in such a way so that it comes within the comprehension level of her students. Her own subject, Hindi, is comparatively easier to comprehend, but she pities the teachers who teach science subjects, mathematics and English. The children from lower strata of society neither get enough nutrition nor time to understand and work hard for their studies. At home they have to help their parents in cooking food, washing utensils, sweeping floors, looking after younger brothers and sisters, getting things from the market, or ration shop, etc. They hardly get time to work hard for their studies. Most of the children come from the families where parents struggle hard to meet both the ends. Children are underfed. In majority of the cases, mothers are illiterate and fathers have no time to spend with the children. Under such circumstances, to expect that the



children or parents will appreciate the ever-increasing standards of education is ridiculous. Even the teachers feel that what they are teaching is beyond the comprehension of the average student of the class. Teachers try to give more information than what is already given in the books, so that their students do not lag behind in the open competitions and board examinations. The result is that most of the students in the class just do not comprehend what is being taught in the class. During exams, both teachers and the students try to cheat. In the home exams teachers try to more-or-less tell the question paper beforehand so that students at least prepare those questions thoroughly and answer them well. The teacher gets the credit for teaching so well and thereby maintaining high standard of education. The students try to cheat and copy the answers from hidden books and notes. In the board examinations also the same thing happens. The teachers try to help the students by either directly telling them the answers or indirectly, by not checking them from copying or using other foul means of getting through the examinations or getting good marks and divisions. In her opinion too much burden of studies have adverse effect on their already poor health. The government school teachers hardly ever get co-operation from the parents academically. At best they can help their children by not interfering with their studies or not overloading them with household



chores.

She keeps worrying about all these aspect of education in general. On her own she tries her level best to help the students in every way she can. She has great sympathies with her students. She has been in this school for the 15 years and she knows most of her students from their primary classes. She, not only knows them as students of her school, but in many cases she also knows their family background and their family problems. She goes out of her way to sort out individual problems of her students. Often she buys books and other material from her own pocket to help students in understanding the subject. Welfare of her students is the primary concern of hers.

She is a willing worker. Apart from teaching, she is ever keen to do other work that comes her way. Getting charts made, debates prepared, school decoration, library work, and functions organized, all form part of her regular routine. She remains busy in organizing one thing or the other for the school. In the true sense she is a willing worker and an asset to the school.



## CHAPTER - SEVEN

### DISCUSSIONS

1. Summary of the study
2. Testing of the hypotheses
3. i) The Conclusions  
ii) Suggestions for improvement
4. Scope for further research in the field





## 1. Summary of the Study

The present study is in the field of educational sociology. It is an endeavour to improve the teaching-learning situation in the formal system of education. Education has been considered as the only suitable tool to bring about desired social change by the social thinkers and the leaders of our country.

In the whole system of formal education, teacher's role has been recognized as the most significant in improving the quality of education. It has been realized that the goal of imparting wholesome education to the children cannot be achieved unless and until we have sufficient number of committed and sincere teachers. They must be aware of their great responsibility towards their nation, children and the society as a whole and in addition they must have the "will" and "skill" to achieve this national goal. The expectations from a teacher are great and many but, so far we have not been able to attract, retain or produce a significant number of such ideally committed teachers into the profession.

In response to the recognition of the great importance of teachers in the progress and development of the nation, multifarious efforts have been made by the government of India to improve the status of the teachers by improving the conditions of work on the one hand, and by making the



teaching profession more professionalized on the other. The efforts of the government are made in two directions.

First, greater facilities and provisions are made available to the teachers to improve their academic and professional competence; secondly, efforts are being made to make teaching profession more attractive and lucrative by means of raising the pay scales and providing better terms and conditions of service, so that youngmen and women of skill and competence may be attracted to the teaching profession. Former, is in the direction of making teaching profession more professionalized, and the later is in the direction of making teaching profession more attractive.

More recruitment of high quality personnel in the teaching profession, however, does not solve the problem entirely. The main problem lies in retaining such quality teachers into the profession. It is the observation of various education commissions and committees that the good teachers seldom stay into the teaching profession (1-3). A qualified, sincere and committed worker is always in demand by other professions which are more lucrative and prestigious. Therefore, unless and until the teaching profession also provides suitable working conditions and is rated at par with other professions of the society, the problem of retaining quality teachers into the profession will continue. Hence, improvement in the working conditions of the teachers is one area which needs more attention



and investigation.

Once a person deliberately or circumstantially enters into the teaching profession, there could be several factors which could influence his professional commitment either positively or negatively. To find out the factors which are positively correlated and the ones which are negatively correlated to the professional commitment, could in itself be an exciting and useful area of research. However, a study of all the factors is too vast to be covered within the time for a doctoral work. Therefore, in the present study, only one of such factors vis-a-vis mobility of the teachers, in all its dimensions, has been studied. Attempt has been made to provide sufficient depth into the study of only one factor i.e. 'mobility', and other factors have been tackled only marginally in the present research. Nevertheless, by selecting this single factor, it is not suggested that other factors like social, cultural, economic, educational or family background of the teachers are less important in influencing the professional commitment of the teachers. Only a detailed research and probe into various factors could reveal their comparative value, in influencing the professional commitment of the teachers.

The present trend, in the teaching profession, is towards recruitment of more female teachers than male teachers. Even otherwise also, teaching profession has



always been a socially accepted profession for women. Also by choice women are more inclined towards taking teaching as a career than many other professions which are now within the reach of the educated women of India. Due to high percentage of women in the teaching profession, it is desirable that in the interest of the profession, policy-planning and management, due consideration is given to the problems associated with women teachers.

In Indian society, the primary role of a woman is still that of a mother and a housekeeper but due to various socio-cultural and economic conditions of the country, modern educated middle class women have also assumed the role of a wage earner. Under such circumstances, when her primary role is still of a housewife and a mother, and when working outside the fourwalls of her home has become almost a necessity, the place of work has become of great importance. It is generally taken that women care to work till their job or profession does not pose serious problems at home.

In spite of low salaries and lack of fringe benefits in the teaching profession, a majority of women opt for this profession because it gives them almost half of the day to look after their family. It provides, comparatively more holidays and with due extra-efforts they manage to handle both home and profession efficiently.





With this background of the position of women in the contemporary, <sup>India</sup> the present research was conducted to, firstly, find out whether or not, mobility, in all its dimensions is correlated with professional commitment of the teachers and secondly, if it is correlated then, which form of mobility is most or least conducive to the professional commitment of the women teachers. The thrust of the study is to find out optimum mobility which is most conducive to the teaching learning situations in the formal system of school education. The present research is based on the following hypotheses:-

1. The place is a significant condition of work for women teachers.
2. There is a correlation between mobility and professional commitment of women teachers.
3. For women, mobility is an important indicator of commitment.
4. Professional commitment is dependant on mobility i.e. mobility is positively correlated with professional commitment and it will enhance professional commitment.
5. There is an optimum mobility quotient, which is conducive to professional commitment of women teachers.

The sample for the study was drawn by means of stratified random sampling technique. The sample of schools represent a proportionate number of all the four categories of schools classified on the basis of management i.e., the Government schools, Aided Schools, Public or Private



schools and the Central Schools. The sample includes both the urban and the rural schools. The total number of schools included in the sample were thirty, but, the researcher could get response only from twenty-six schools. All the women teachers, who were teaching the higher secondary classes, in these twenty-six schools formed the final sample for the present study. In all, about three hundred & ninety questionnaires were distributed. Out of these, inspite of repeated visits, only 263, fully completed questionnaires could be obtained. The present data represents about <sup>66.5%</sup>  $\frac{263}{390}$  of the sample of teachers chosen for the study.

The tools used for the study are questionnaire, principal's interview guide schedule, case histories of the committed teachers, the researcher's diary and informal interviews with the students of the committed teachers. The year of reference of the study is 1978-79.

The concept of mobility is not new in the field of social sciences. Mobility is a part of the broader concept of 'social-change'<sup>4</sup>. There are two traditions of studying or measuring social mobility. The first is measurement of mobility by means of studying the mobility or change in the social status, position or roles of the individuals, groups or professions etc. Such a view of measuring social mobility is proposed by European and American Social Scientists like



Sorokin<sup>5</sup>, Bendix, Lipset<sup>6</sup> and Bernard<sup>7</sup>. The other tradition of measuring social mobility is in terms of spatial mobility i.e., change in the place or location. This has been suggested by Kulischer<sup>8</sup>. According to him, "Any moving about should be identified as mobility, such as movement from village to city or city to city, involving change of residence and change of place of work"<sup>8</sup>. Thus, mobility, in the present reference has been taken as movement from one strata of society to another; from one class in a society to another; it denotes changes in the power and authority of groups and individuals; it also implies movement from one place to another.

As the society has evolved into a more complex and heterogeneous whole due to industrialization, urbanization and modernization, its by-product mobility has also grown into a much more complex and multidimensional phenomenon.

Considering the impact of the socio-political, economic and cultural upheavals due to the independence and partition of the country, and corresponding growth of population and expansion of Delhi in all its dimensions, the rate of mobility has also increased in Delhi. (Impact of socio-cultural upheavals on mobility and the teaching profession has been given in greater details in the chapter three of the thesis).



In the present study, the data analysis has revealed three major forms of mobility among the women teachers of Delhi. They are, (1) Vertical Mobility, (2) Horizontal Mobility and (3) the state of No-Mobility. Under the first and the second form of mobility, at least eight other distinct patterns of mobility were found in the sample. With the inclusion of the third major form of mobility also, i.e. the state of 'No-Mobility', there are altogether nine patterns of mobility in the sample. These nine patterns of mobility are as follows:-

1. Upward Interprofessional mobility.
2. Upward mobility from other state, city or village school to Delhi schools.
3. Upward mobility within Delhi schools.
4. Upward mobility within the same school.
5. Downward mobility from other state city or village school to Delhi schools.
6. Downward mobility within Delhi schools.
7. Horizontal mobility from other state, city or village school to Delhi schools.
8. Horizontal mobility within Delhi schools.
9. No-mobility.

To be able to corrolate the various mobility patterns with the professional commitment of the teachers, it was necessary to clarify and formulate the concept of commitment for continuous reference in the present thesis. Only very





few sociological studies have been reported in the field of commitment. Some of the studies made by some foreign authors are in the field of psychology. It is important to note that there is no report on the professional commitment of the school teachers by any author. The present thesis is the first report on the subject in India or abroad.

Some original sociological research has been done by Becker<sup>9</sup>, Schelling<sup>10</sup> and White<sup>11</sup> in the direction of determining the nature and elements of commitment in general. In the present study, taking the lead from Becker's concept of commitment and Schelling's theory of side-bets, commitment has been taken as a conscious decision of an individual, supported by 'side-bets' and expressed in the form of consistent line of action or behaviour in a particular value orientation.

Just as Becker has tried to visualize a committed person by analysing one of the several images evoked by the term commitment, in the present study also, an attempt has been made to visualize an ideally committed teacher, and then, an attempt has been made to analyse the qualities that she is supposed to possess. Such an ideal image does not correspond to any particular teacher, but it only serves the purpose of representing the various qualities which are possessed by committed teachers, in smaller or larger proportions. The image of an ideally committed teacher could



be different for different thinkers. Who is a committed teacher, and what are the qualities which an ideal teacher must possess, is a highly debatable point, but to get involved in such a debate is not the purpose of the study.

For the purpose of measuring the professional commitment of the teachers in the sample, an index of commitment, consisting of twentyfive indicators of commitment, was constructed. The index of commitment, given in chapter four of the present thesis, consists of both positive and negative indicators of commitment. Possession or non-possession of these 25 points or qualities, given in the index, determined the level of professional commitment of the teachers. Those who secured more points, are categorized as more committed to the profession, and those who secured lesser points are regarded as less committed teachers.

The assessment of the possession or non-possession of the qualities mentioned in the index of commitment was done by means of information collected through the questionnaire, observation of behaviour, actions and performance of the teachers, interviews with the principals of the schools and the students of the committed teachers.

The teachers were grouped into four categories according to the level of their professional commitment.



These categories are the following:-

- |                    |   |
|--------------------|---|
| 1. Most committed  | Those who secured above 20 points.        |
| 2. Committed       | Those who secured between 16 to 20 points |
| 3. Less committed  | Those who secured between 11 to 15 points |
| 4. Least committed | Those who secured between 6 to 10 points. |

No teacher secured less than 6 points, hence, it was considered unnecessary to mention another category of teachers who could have secured between 1 to 5 points.

## 2. Testing of the Hypotheses

### i) Hypothesis:

#### i) The place of work is of significance for women teachers

Considering the position of woman in Indian society, where home is her primary responsibility and profession has only secondary importance, it was hypothesized that the place of work is of great significance for women teachers. The present study amply supports the above hypothesis. Out of a total of 263 cases in the sample:

- a) 207 or 78.7% have shown preference for the place of work over the prospect of earning more at some other place (see Q.No.3.8 in the questionnaire)
- b) 198 or 75.3% of the teachers have shown preference to work at the place of their choice even on a lower salary (see Q.No. 3.9(a)).



- c) 165 or 62.7% teachers are willing to change their profession for the sake of the 'place-of-work'.
- d) 173 or 68.9% of the teachers have said that the 'place-of-work' is more important to them than the general nature of the work. (see Q.No.3.10 of the questionnaire).

The ab-ve data amply supports the hypothesis that the 'place-of-work' is a significant factor for women teachers.

#### ii) There is a correlation between mobility and Professional commitment

The data given in support of the first hypothesis suggest that the place of work is an important consideration for women teachers. It is logical to deduce from it that forced mobility due to transfers or family circumstances will have negative influence on the professional commitment of the teachers and vice-versa; i.e., transfers on request and promotions enhance professional commitment. (p.178 & 184 respectively)  
Table No.5.4 and 5.5 of the chapter 5 of the thesis/are a clear indication of the correlation of mobility and professional commitment. Detailed analysis of the data to show the correlation of mobility and professional commitment is given in chapter five. It was found that upward mobility is conducive to commitment, while downward mobility, horizontal mobility and no-mobility are not conducive to commitment. In fact it was found that 'no-mobility' is least conducive to professional commitment.





Following is the relevent data in support of the above statement:-

1. In case of the first category of teachers (the most committed teachers) the percentage of non-mobility cases is zero.
2. In case of second category of teachers (committed teachers) it is 14.2% only.
3. In case of third category of teachers (less-committed teachers) it is 38.8%.
4. In case of fourth category teachers (the least committed teachers) it is 44.4%.

This shows that there is a negative correlation between 'No-mobility' and professional commitment of the teachers. In case of the first category of teachers, not a single teacher belongs to 'No-mobility' pattern.

Viewed from another angle, it will be seen that the level of commitment decreases, with the decrease in the incidence of mobility. Following data is given in support of the above statement:-

1. In case of 1st category of teachers, incidence of mobility is 100%.
2. In case of 2nd category of teachers, incidence of mobility is 85.5%.
3. In case of 3rd category of teachers, incidence of mobility is 61%.
4. In case of 4th category of teachers, incidence of mobility is 55%.

In the light of the above data, it can be said that the hypothesis that, there is a correlation between mobility



and professional commitment, is true. It also suggests that 'No-mobility' is least conducive to the professional commitment.

iii) For Women, mobility is an important indicator of professional commitment.

Case histories of the nine most committed teachers prove the above hypothesis. It was found that 100% of the category one teachers and 85.5% of the category two teachers have gone through one or the other form of mobility during their professional career. For women teachers, any form of mobility necessarily means adjustments to the new conditions of work and making appropriate changes in the family routine in order to be able to discharge their professional responsibilities efficiently. Teachers who make adjustments at home in order to discharge their professional duties effectively, denote professional commitment. Case histories numbers 1, 2, 4 and 6 can be specially referred to as typical examples of the teachers, who have accepted the challenge of change or mobility and have discharged their professional duties efficiently at every place and position. For such teachers their profession means more than an occupation to supplement their family income. Their sincerity and dedication to work and acceptance of mobility is an indicator of their professional commitment.



Teachers who are not committed to their profession however, resent mobility, especially horizontal and spatial mobility. Horizontal and spatial mobility, unless requested by teacher, cause s inconvenience to her at home and generates resentment and dissatisfaction in her. This in turn has negative influence on her professional commitment. Teachers, who are committed to their profession do not unduly resent mobility. Instead, they make appropriate changes in their family routine. They accept the challenges of spatial mobility as well as upward mobility. They neither shirk added responsibilities of their higher position in the profession, nor they unduly resent the change in the place of work.

Committed teachers give lesser importance to the place of work. For them their profession is more important than the place of work. Cent per cent of the most committed teachers and 83.9% of the committed teachers have shown preference for the profession over the place of work. The mobility, both vertical and horizontal, is an indicator of their professional commitment.

For uncommitted teachers, chances of either upward mobility or horizontal mobility are lesser. The uncommitted teachers are adhering to their present profession not because of commitment to their profession or love for teaching, but because of financial gains and non-



availability of any better job. For uncommitted teachers, it is as difficult to get promotions within the teaching profession as it is difficult for them to get another better job. Mobility, is thus, an indicator of professional commitment. The data of research supports this hypothesis.

iv) Professional Commitment is dependent on mobility  
i.e. mobility is positively correlated to professional commitment and it will enhance professional commitment

The analysis and comparison of the data regarding mobility and commitment revealed that committed teachers are more mobile (87.6%) than the less committed teachers (59.5%).

On the face of the study it appears that mobility and professional commitment are positively correlated, but a detailed analysis revealed that all patterns of mobility are not necessarily conducive to professional commitment. By and large it is true that more cases of professionally committed teachers (87.6%) are associated with mobility, but a detailed analysis of the data revealed that majority of the mobility patterns are not conducive to professional commitment of the women teachers.

The data analysis show that downward mobility, spatial mobility, horizontal mobility and No-mobility are all negatively correlated with professional commitment of the women teachers (see table No.5.4 and 5.5,p.178-84). Normally





teachers regret changing their school or the place of their work. Only in the exceptional cases, where due to some personal reasons, teachers themselves opt for a change of place that, spatial, horizontal or even downward mobility does not have negative influence on professional commitment, otherwise by-and-large majority of the mobility patterns are not conducive to professional commitment.

However, it is an interesting and revealing fact that an overwhelming majority of the most committed and the committed teachers, i.e. 88.8% and 66%, respectively belong to the upward mobility pattern, suggesting that there is a positive correlation between upward mobility and professional commitment. Not only the first and second category teachers belong to upward mobility pattern, maximum of these two category teachers, i.e., 4 and 16, out of a total of 8, and 37, respectively, belong to the fourth pattern of upward mobility. It strongly suggests that upward mobility within the same school is most conducive to the professional commitment of the teachers. Added advantage in this pattern of mobility is that it does not displace the teachers.

Considering the above data, the hypothesis that professional commitment is dependent on mobility and it is positively correlated with mobility is only partially true and can be supported only with due reservations. Upward



mobility, by-and-large is conducive to commitment. It is only when such a mobility grossly effects the family routine adversely that it tells upon the professional commitment of the teachers. Under normal circumstances, upward mobility is appealing to teachers and it acts as a further incentive to professional commitment.

v. There is an optimum mobility quotient which is conducive to professional commitment of women teachers

It has been already established that place is an important condition of work for women teachers, and that there is a correlation between mobility and professional commitment.

Field work revealed that the teachers are very much dissatisfied with the existing policy of transfers and promotions. More than the policy, itself the flaw is in the practice of transfers and promotion policies. Irregular practices in transfers and giving promotions have made the life of women teachers miserable. The irregularities narrated by the sample teachers were an eye opener to the researcher.

Data analysis revealed that a majority of the women teachers i.e. 146 or 55.5% have never changed the place of work and 163 or 62% of the sample teachers never received any promotion during their career as teachers. This shows



that there is lot of stagnation in the teaching profession. It has already been established that stagnation or no-mobility is negatively correlated with professional commitment. It mops the incentive and initiative of the teachers and make them indifferent to their profession. No improvement in the social position, designation and salary. is a definite hindrance to professional commitment.

To overcome the drawbacks of 'no-mobility', one of the considerations in the optimum mobility quotient should be that the promotion rules and policy should be such that no teacher stagnates at one position throughout her career. A system of promotions like that of army ranks could be introduced in the teaching profession also, where a teacher's designation automatically changes after a certain length of service and attainment of certain qualifications. It will save undue harassment of teachers for the promotion and will save lot of red-tapism. The minimum qualifications and length of service to qualify for any position could be prescribed in the promotion rules. Attainment of the next designation and position should be almost automatic. As soon as a teacher qualifies for the next promotion, she should be given the next promotion as a matter of routine without involving any red-tapism. Such automatic promotions will reduce, to a large extent, corruption and use of various malpractices in granting promotions to the women



teachers. It will also save women teachers from lot of harassment and undue pin-pricks. A period of three to five years should be enough for the promotion to the next grade or position. There should be a large number of designations in the teaching profession so that throughout their teaching career teachers could aspire to get the next promotion or designation. Proper recognition of teacher's work, and timely promotions could work miracles in promoting professional commitment of the teachers. Attainment of new designation and position often renews interest in the profession and enhance professional commitment. Considering the percentage of the teachers (62%), who have never received any promotion in their teaching career, it is no wonder that majority of the teachers in the sample (76%) are not committed to their profession. In the optimum mobility quotient, no teacher should stagnate at the same designation, position or salary during her professional career.

From the point of view of horizontal and spatial mobility, the researcher found that the condition of women teachers is no better. According to the present transfer policy, thousands of teachers are reshuffled each year. Such mass scale transfers cause undue problems and inconveniences to the women teachers. Transfers should not be done on adhoc basis. Considering the negative influence of forced transfers, teachers should not be





displaced unnecessarily. Spatial mobility is recommended only on the request basis, or when it is absolutely necessary.

It is clear from the above discussion that optimum mobility quotient for professional commitment of women teachers is one, where teachers are given timely and appropriate recognition and promotions ... which does not displace teachers unnecessarily. Provision of residential facilities and hostels for women professionals, provide ideal conditions of work for women teachers.

The hypothesis that there is an optimum mobility quotient is valid. There is a lot of scope of improvement in the present system of promotions and transfers. Only the test of time will be able to show the validity of the optimum mobility quotient, suggested by the researcher.

### 3. The Conclusions and Suggestions for Improvement

#### i) The Conclusions

A study of the mobility patterns and professional commitment of the women teachers of Delhi was a revealing experience for the researcher. It brought into light the mental pressures and struggle through which the educated women, specially the women teachers of today are undergoing.

The main problem faced by the teachers is the co-ordination of family responsibilities with the professional duties. Considering the present socio-economic conditions



of the society, it has become almost a necessity for the middle class women to supplement the family income, and therefore, in most of the cases, to work outside the four walls of their home.

Till today primary duty of a woman is considered to be looking after her household chores. India like other developing countries has not yet reached that level of modernization, where an average house wife is relieved of many of the household duties by using modern household gadgets and time saving devices. Thus working outside the home has added to the bulk of her responsibilities and physical work. Considering the above conditions of work, two things assume great importance in the life of educated women worker: Firstly, selection of a profession which will give her sometime to look after her household duties and secondly, a convenient distance from the place of work.

Over and above, her own marriage, husband's/father's transfer, children's education and other family responsibilities tend to determine her choice of profession, as well as her place of work. Her own mobility, professional, as well as spatial, to a large extent is dependent upon the conveniences of her family members.

The data of research reveals that mobility in the teaching profession is a fairly common phenomena. Out of a total of 263 teachers, 175, or 66.5% of the teachers



have experienced one or the other form of mobility. There are only 88 or 33.4% of the teachers who have not experienced any form of mobility.

The conclusions, based on the study of the various mobility patterns and the professional commitment of the women teachers are given below\*:-

1. There is a definite correlation between mobility and professional commitment of the women teacher.
2. Mobility and commitment are not always positively correlated.
3. Upward Mobility is conducive to professional commitment. 88.8% of the most committed teachers and 66% of the committed teachers belong to this pattern of mobility.
4. Downward mobility is negatively correlated with professional commitment. There are only 15 cases of this pattern in the sample. Out of these 15 teachers, 12 teachers or 80% of them belong to category three and four of commitment.
5. Horizontal mobility is negatively correlated with professional commitment. There are a total of 48 teachers, who belong to this pattern of mobility. Out of these 39, or 81.2% fall under category three and four of commitment.

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\*For constant reference, consult Table No. 5.4 and 5.5 of chapter five.



6. Upward mobility in the same school is most conducive to the professional commitment of the women teachers. Maximum cases of most committed, (i.e. four out of nine) and committed teachers, (i.e. 16 out of a total of 56) belong to this pattern of mobility.

This suggests two things. Firstly, promotions serve as an incentive for better performance, and secondly, with the increase of seniority and proper appreciation of work, the teachers develop certain attachment with the school and they get more committed to the institution as well as the profession, as a whole. This conclusion is in confirmation with Abbergglen's<sup>12</sup> concept of life-commitment. According to him, institutional commitment enhances professional commitment. By staying in one school and by getting adequate appreciations in the form of promotions etc., the teachers are able to identify themselves with the school and the children. They develop emotional attachment with the school and it gives them a feeling of belongingness. It is not only attachment with the institution which helps in the development of professional commitment, but adjustment with the principal and the other staff members also facilitates their task of teaching.

7. No mobility is least conducive to professional commitment of the teachers. Maximum number, i.e. 40% of





the less committed and 44.4% of the least committed teachers fall under this pattern of mobility.

It is ironical that whereas upward mobility in the same school is most conducive to professional commitment, No-mobility, is least conducive to professional commitment. The only difference is that in the former case, teachers get due promotions, appreciation and recognition in the school. They get better position, status and prestige in the school, whereas in the later case, the teachers lose interest in their profession due to stagnation and no change in their social position or prestige.

8. During field work it was observed that, under normal circumstances, women teachers detest going to a rural school. It is specially true if the distance between the home and school is too much or if there are no proper bus connections. Teaching in a rural school is considered as a punishment by a majority of the teachers. It was most revealing when the researcher overheard a group of rural school teachers, discussing the drawbacks and hazards of teaching in a rural school. The concluding remark of one of the teachers was rather interesting.

She said, "पिछले जन्म के पापों के फल भुगतने के लिये हम लोग गांव के स्कूलों में भेज दिये जाये हैं।"



that they are sent to the rural schools to reap the fruits of their sins in the previous births. Such is the attitude of a majority of the teachers who are teaching in the rural schools.

No doubt, there are exceptions also (e.g. case histories Nos 2 and 5). There are some exceptional teachers who have taken the task of educating the rural children as a challenge and who are bent upon improving their lot through sincere efforts and hard work, but such exceptions are few and do not represent the majority. They are a force to reckon with.

It is absolutely necessary that some definite steps should be taken to improve the working conditions in the rural schools and some extra benefits and allowances should be given to the teachers.

The working conditions of some of the government and aided schools are very unsatisfactory. The teachers feel handicapped due to lack of even the necessary equipment in the schools.

9. Except hypothesis No.4, rest of the hypotheses are found to be true. The fourth hypothesis, that professional commitment is dependent on mobility and that mobility is positively correlated with professional commitment, is only partially true. It was found that all the



patterns of mobility are not conducive to professional commitment.

10. The optimum mobility quotient for professional commitment is one, where firstly, teachers get appropriate recognition of work and timely promotions are given to them, and secondly, where teachers are not displaced unnecessarily. Upward mobility within the same school is the optimum mobility pattern for professional commitment of women teachers.

ii) Suggestions for Improvement:

An overall study of the problem suggests that the general scheme of transfers after a certain length of stay at one school is not conducive to commitment. In fact frequent transfers and a majority of the mobility patterns are negatively correlated to the professional commitment; therefore, it might be a good policy, if transfers are done only after an assessment of the performance of teachers. It is true that, often, after a lapse of few years, a teacher might lose interest in teaching the same classes and she might get bored with the same conditions of work. Only, if and when the assessment committee feels that the performance of any teacher has gone down due to stagnation, it should recommend any transfers. Convenient location of the school should be given due recognition in recommending any transfer.



Transfers on request of the teachers were found to be conducive to professional commitment and hence should be given due weightage. Such transfers will help the teacher to work under comparatively relaxed conditions, which in turn will help in improving the quality of her performance.

Mid-term transfers are as a rule a big hinderance in the professional commitment of the teachers, and should not be done as a rule. All transfers, which must be done should take place only after the completion of the final term. Mid-term transfers are bad for the teachers as well as for the students.

It will be worthwhile to make an experiment in the direction of co-ordinating all the transfers, in all the government or otherwise services. It can be so co-ordinated at the national level, that, all the transfers in the country are done during the summer vacations only. Such an arrangement will help the students, teachers and parents/guardians, to settle down before the beginning of the new session in schools.

There is a general practice in many of the unaided private or public schools of Delhi, to hire teachers on temporary basis, i.e. for nine months only. This way they are able to save on three month's salary during the summer vacations months. Such a practice is detrimental to the





professional commitment of the teachers as well as to the commitment of students towards their studies, and their teachers. Neither the teachers nor the students put their whole hearted efforts to the studies and thus the whole educational pattern suffers. Each year a new-set of teachers, is neither healthy for the professional commitment of the teachers, nor for the reputation of the school. Some temporary arrangement and substitution on the basis of performance of the teachers could be of some value but if it is done as a general practice, it is detrimental to the professional commitment of the teachers and is not in the interest of the students.

As 'No-Mobility' was found to be least conducive to professional commitment, the management should see to it that the teachers should get their due promotions at proper time. There is a certain grace in getting promotions at proper time. In a very subtle way it helps in enhancing professional commitment.

Whatever the merits of double-shift system in the government schools are, it is very much resented by the principals, and the staff members of such schools. Hence, as and when, the conditions permit, this system should be discontinued.

There should also be a revision of the leave rules for the school teachers. Considering the status, role and



position of the Indian women, where her primary function and role is still that of a house-wife and a housekeeper, she should be entitled to more short-leaves.

Provision of residential facilities for the school teachers will be a big step towards giving satisfactory conditions of work to the teachers. Each school should be provided with enough residential quarters for the staff members of the schools. There are already many universities, colleges and other professions in India, where residential facilities are provided to the employees, and the same should be done in case of school teachers also. Provision for residential facilities to the school teachers will also enhance the prestige of the profession and thus add to the status of school teachers in the society.

Establishment of working women hostels in the villages could be of great advantage to the women teachers and other women professionals. Such hostels, run on subsidised rates, are necessary to enable the women teachers and other women professionals like, primary health worker, welfare officer etc., to provide personal security, saving of time and energy, and other basic conveniences of life.

Not only in the villages, the big cities like Delhi also need many more working women hostels on the



Y.M.C.A. pattern. In the urban areas of Delhi, there is a great dirth of such hostels. Their number is far less than the need of the city. Hence, more working women hostels should be built in the different urban and rural areas of Delhi.

Women teachers usually do not like to go to rural school. Added incentives, in the form of extra allowances, promotions, or free conveyance facilities etc. might help in changing their attitude towards teaching in rural schools.

#### 4. Scope for Further Research in the Field

It was felt during literature survey that there is a great dirth of literature in the field of 'commitment'. Very few studies have been made in the field of sociology to determinate the concept of 'commitment'. Inspite of its increasing use in the sociological studies, the conotation and the denotation of the concept are still very vague. A study to clarify the concept of commitment might prove to be of immense value for further research in the field.

During the field work, it was felt that there could be several other factors, which can effect the professional commitment of the teachers and the other professionals. Other factors like home-influences, socio-cultural conditions of the society, economic needs, aspiration level of the



professionals, etc., could be important fields for further research. These factors could be studied either separately or a wider study can be made to determine the various factors which are positively or negatively related to professional commitment of the teachers or other professionals.

Personality analysis of the committed teachers or other professionals could also be a revealing and interesting field of research for a scholar of social-psychology.

A comparative study of the professional commitment of the male and female teachers could be of immense value at the policy planning level.

The present study is related to the women teachers and as such, it gives an insight to the problems faced by women professionals in general. Considering the trend of more women getting into different professions, it will very much be in line to study its impact on the various institutions of our society, like family, marriage etc. Related to it, research could also be done in the field of attitudinal changes of the women professionals as well as their family members.

The above are some of the fields with which the researcher criss-crossed at different levels of the present research and had to make positive efforts to stay away





from getting involved into ancillary problems.

The research will be highly rewarded if at least some of the recommendations and suggestions for the improvement in the transfer policy and promotion rules, are given serious thought and are implemented on an experimental basis to test their worth.



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APPENDIX-I

This questionnaire is used for purely research purpose. Information given in it will be kept strictly confidential. The researcher will feel highly obliged if the answers are given in right earnestness, expressing your true opinion about different aspects of your profession. Your full co-operation and help will enable the researcher to make the study worthwhile and the outcome useful for future development and growth of the Teaching Profession.

Thanking you in anticipation for your kind co-operation.

(Please mention the time taken to fill this  
questionnaire \_\_\_\_\_)

Form Number, \_\_\_\_\_

1. Name: Shrimati/Kumari \_\_\_\_\_

2. Home Address: \_\_\_\_\_

3. Name and address of the School \_\_\_\_\_



Form Number                     

A.1 Designation

A.2 Age

A.3 Marital status: Single/Married/Widow/Separated.

A.4 Name of home town

A.5 From which state have you come to Delhi?

A.6 For how long you are in Delhi?

Years            Months           B.1 Length of service: Years            Months           

B.2 Academic &amp; professional qualifications:

S.No.	Examination passed	Year of 'passing'	Division	Board/ University
1.	B.A./B.Com.			
2.	M.A./M.Sc./M.Com.			
3.	Ph.D.			
4.	C.T/L.T/B.T/B.Ed.			
5.	M.Ed.			
6.	Additional qualifications & specialization			

B.3 Subject(s) Teaching

B.4 Teaching load per week

B.5 Any other work like

Tutorial/Games/Library/Administrative work/Any other

B.6 Participation in co-curricular activities Yes/No



- C.1 If married, is your spouse working? Yes/No
- C.2 Total number of dependents on you
- C.3 Please provide following information about your family:

	Spouse	Father	Mother	Father-in-law	Mother-in-law
--	--------	--------	--------	---------------	---------------

- a) Level of education
- b) Occupation, if working

- C.4 Please tick at the appropriate income group to which you and your spouse belong.

Income Groups per month	Your's	Your's spouse's
1. Rs.500-750		
2. Rs.750-1000		
3. Rs.1000-1250		
4. Rs.1250-1500		
5. Above Rs.1500.		

- 2.1 Do you feel satisfied with your job? Yes/No
- 2.2 I am dissappointed that I ever took up this job? Yes/No.
- 2.3 Do you believe in regular home assignments? Yes/No
- 2.4 How often do you check student's assignments?  
Always/Mostly/Usually/Rarely
- 2.5 Do you appoint group leaders among students to check home-work Yes/No



2.6 Kindly rearrange the following alternatives in the order of importance they have for you in choosing the present career. Please rearrange the serial numbers only.

- |   |                          |
|---|--------------------------|
| 1. Prestige of the job  | <input type="checkbox"/> |
| 2. Opportunity  | <input type="checkbox"/> |
| 3. Supplement family income   | <input type="checkbox"/> |
| 4. Financial independence   | <input type="checkbox"/> |
| 5. Achievement  | <input type="checkbox"/> |
| 6. Recognition  | <input type="checkbox"/> |
| 7. Good working conditions  | <input type="checkbox"/> |
| 8. convenient working hours   | <input type="checkbox"/> |
| 9. It provides more holidays<br>and leisure time than any other job | <input type="checkbox"/> |
| 10. To utilize the leisure time                                     | <input type="checkbox"/> |

2.7 Give your opinion about the following:-

a) Punctuality brings efficiency

Agree/Indifferent/Disagree

b) Punctuality brings mirror effect upon the students

Agree/Indifferent/Disagree

2.8. Do you take school childrens problems as your own? Yes/No

2.9. Do you make extra efforts to understand your students' problems? Yes/No

2.10 Do you spend sometime at home for preparing a lesson plan for the next day? Yes/No





2.11 Usually how much time do you spend in a day for preparing the lesson plan for the next day?

None/less than one hour/near about one hour/  
more than one hour/more than two hours.

2.12 What measures do you take to make your teaching effective:

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

2.13 What are the considerations which you keep in mind while preparing a lesson plan? Please mention in order of preference.

1.

2.

3.

4.

5.

2.14 Are you aware of the Delhi Education Code? Yes/No

2.15 What are its provisions?

2.16 Should it be teacher's responsibility to see to the following aspects of their students' personality?

1. Physical well-being

Yes/No

2. Intellectual growth

Yes/No

3. Moral development

Yes/No



- |  |        |
|--|--------|
| 4. Social adjustment   | Yes/No |
| 5. Development of self-reliance  | Yes/No |
| 6. Courage to take initiative  | Yes/No |
| 7. Habits of systematic work   | Yes/No |
| 8. Love for the country  | Yes/No |
| 9. Pride for the school  | Yes/No |
| 10. A sense of responsibility for all<br>that belongs to the school                                    | Yes/No |
|  |        |
| 2.17 Should a teacher's responsibility be<br>limited to class-room only?                               | Yes/No |
| 2.18 Is it necessary for the teachers to try<br>to build sound traditions in the school?               | Yes/No |
| 2.19 Should constant effort be made by the<br>teachers to increase their professional<br>competence?   | Yes/No |
| 2.20 Do you believe that keys lesson the task<br>of the teachers?                                      | Yes/No |
| 2.21 The keys help the students and the teachers<br>in preparing the lessons methodically?             | Yes/No |
| 2.22 Do you think that the students of today are<br>giving enough respect to their teachers?           | Yes/No |
| 2.23 Do you <b>get</b> enough <b>respect</b> from your students?                                       | Yes/No |
| 2.24 Do you think that the quality of teaching is<br>is improving?                                     | Yes/No |
| 2.25 Does disobedience of students pose a<br>problem for you?<br>Always/Often/Rarely/Never/Indifferent |        |
| 2.26 Do you believe in giving punishments?<br>Give reasons in support of your answer                   | Yes/No |



2.27 How much importance each of the following reasons had for the choice of your present occupation? Please (✓) mark the alternative applicable to you in each of the reasons given below:

1. Because of your family influence.  
Most important/Important/Least important
2. This was the only respectable job available  
Most important/Important/Least important
3. Because you accidentally got this job  
Most important/Important/Least important
4. Because it is a convenient job  
Most important/Important/Least important
5. Because you were interested in academic work  
Most important/Important/Least important
6. Because you considered teachers were effective members of the society  
Most important/Important/Least important.
7. Because teaching is a clean profession  
Most important/Important/Least important.
8. Because this has been traditional occupation of your family  
Most important/Important/Least important
9. Because of the growing stature of the profession  
Most important/Important/Least important

3.1 Have you ever changed your profession before you entered teaching profession? Yes/No

3.2 Have you ever changed the place of employment? If yes, how many times Yes/No

1.

2.

3.



3.3 Have you ever received any promotions Yes/No

3.4 Please provide the following information in the chronological order about your employment situations (including the present employment):

Place of employment	Name of the institution	Desig- nation of join- ing	Year of leav- ing	Salary last drawn	Reasons for leaving
------------------------	----------------------------	-------------------------------------	----------------------------	-------------------------	---------------------------

1.

2.

3.

4.

5.

3.5 Kindly put a (✓) mark against one statement which is very near to your future plans.

- |  |   |
|--|---|
| 1. Want to continue in the present job | 0 |
| 2. Contemplate change                  | 0 |
| 3. Make efforts to change              | 0 |
| 4. Will definitely change              | 0 |
| 5. Undecided                           | 0 |

3.6 If you could have your choice of all the jobs in the world, which would you choose?

- |                                       |   |
|---------------------------------------|---|
| 1. Your present job                   | 0 |
| 2. Another job in the same occupation | 0 |
| 3. A job in another occupation        | 0 |





- 3.7 Have you ever declined an opportunity to change your present job? Yes/No
- 3.8 Suppose you are given an opportunity to earn more at some other place, would you like to move from your present place of work to that place. Give reasons. Yes/No
- 3.9 Will you prefer to get a job in your own home-town or a place of your choice Yes/No
- a) Even if the pay is little less Yes/No
- b) Even if you may have to change your job Yes/No
- 3.10 Is the place of work more important to you than the general nature of the work? Yes/No
- 3.11 Which occupation would you like your sons/daughters to pick up?
- a) For sons Teaching/Others
- b) For daughters Teaching/Others
- 3.12 What in your opinion, is the status of teachers in the modern Indian society? Please put a mark in the column which comes nearest to your opinion.
- Very high/High/Average/Low/Very low



APPENDIX-IIInterview Guide Schedule

1. Name: Mr/Mrs./Miss \_\_\_\_\_
2. Name and address  
of the school \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Type of school: Boys/Girls/Co-educational
4. Management: Government/Local body/Private-aided/  
Private-unaided
5. School is from class \_\_\_\_\_ to class \_\_\_\_\_
6. The school starts from:
  - a) Summers \_\_\_\_\_ O'clock to \_\_\_\_\_ O'clock
  - b) Winters \_\_\_\_\_ O'clock to \_\_\_\_\_ O'clock
7. Periods a day: \_\_\_\_\_
8. Duration of each periods: a) Summers \_\_\_\_\_  
b) Winters \_\_\_\_\_ min.
9. Total number of teachers in the school
  - a) Male teachers
  - b) Female teachers
10. Total number of students in the school
11. Usually how many teaching hours per week are given  
to a higher secondary teachers per day
  - a) P.G.Ts. \_\_\_\_\_
  - b) T.G.Ts. \_\_\_\_\_
12. Usually how much time per day is devoted by a higher  
secondary teacher for organizing co-curricular  
activities of the school



13. What is the pay scale of a
1. Post graduate trained teacher
  2. Post graduate untrained teacher
  3. Graduate trained teacher
  4. Graduate untrained teacher
14. What are the different faculties in the school?  
Arts/Science/Commerce/Any other
15. a) Approximately what is the percentage of new appointments every year \_\_\_\_\_%
- b) Approximately what is the percentage of transfer cases \_\_\_\_\_%
16. Whom would you call a good teacher?
1. One who can produce good results
  2. One who can complete the syllabus within the prescribed time
  3. Takes part in extra-curricular activities
  4. Popular amongst the students
  5. Popular amongst his/her colleagues
  6. Constantly making efforts to improve the working conditions of the school
  7. Takes interest in the administrative work
  8. Who can control the class properly
  9. Constantly making efforts for his professional competence
  10. Constantly making efforts to improve his academic qualifications
  11. One who takes active interest in the professional associations/unions
  12. Any other



18. Whom would you call committed teacher?

1.

2.

3.

4.

5.

6.

18. Does forced transfers affect commitment Yes/No

19. In your opinion, voluntary transfers are conducive to commitment. Yes/No

20. Does mobility leave any impact on the quality of teaching learning situation? Yes/No

21. Which type of mobility is best suited for the improvement of the quality of teaching?

22. Investigators observations